Smarter ELA/Literacy and Mathematics Online, Summative Test Administration Manual (TAM)

2015–2016

Delaware Department of Education
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If you have any questions regarding *Delaware Smarter ELA/Literacy and Mathematics Online, Summative Test Administration Manual (TAM)*, please contact the Delaware Department of Education, Office of Assessment, at (302) 857-3391.

For questions or additional assistance regarding the online testing system, please contact the DeSSA Help Desk at the American Institutes for Research (AIR).

Important Contact Numbers

DeSSA Help Desk	(877) 560-8331
DCAS-Alt1 Help Desk	(877) 206-7039
Delaware Department of Education, Office of Assessment	(302) 857-3391

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1.0 DeSSA Support Overview

The Delaware System of Student Assessments (DeSSA) Portal at http://de.portal.airast.org/ is the home for all online assessment administration information. Manuals, brochures, and information are available on the portal. Additionally, all Smarter assessment applications can be accessed through links on the portal. DeSSA news and announcements will be posted on the DeSSA Portal.

This *Test Administration Manual (TAM*) provides needed information regarding policies and procedures for the computer-adaptive Smarter English Language Arts (ELA)/Literacy and Mathematics Assessments, which will hereinafter be referred to as Smarter assessments.

Testers with the paper-and-pencil or braille accommodations will still be tested using paper and pencil tests. These testers are addressed in the *Smarter Summative Paper and Pencil Test Administration Manual.*

Additional users' guides, located at http://de.portal.airast.org/, contain screenshots and step-by-step instructions on how to use the DeSSA assessments.

Smarter comprises several related systems or applications. All of these are accessible via the DeSSA Portal.

For questions regarding the online testing system or for additional assistance, contact the DeSSA Help Desk at the American Institutes for Research (AIR). **The Help Desk is open Monday through Friday from 6:30 a.m. to 6:30 p.m. Eastern time.** During these hours, staff will respond promptly to calls.

When contacting the Help Desk, provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred. The following information should be provided when reporting any incidents or issues:

- Test Administrator name
- SSID(s) of affected student(s)
    - Do NOT provide any other student information, as doing so may violate Family Educational Rights and Privacy Act (FERPA) policies.
- Results ID for the affected student test(s)
- Test session ID
- List of embedded accommodations
- Test name and grade
- Question number
- Operating system and browser version information
- Any error messages and codes that appeared, if applicable
- Information about your network configuration, if known:
    - Secure browser installation (to individual machines or network)
    - Wired or wireless Internet network setup

The Help Desk may be contacted for situations and questions as shown below in Table 1-1.

1.1 Contact Information

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For questions or additional assistance regarding the online testing system, please contact the DeSSA Help Desk at the American Institutes for Research (AIR).

Important Contact Numbers

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Table 1-1: Help Desk Matrix

Issue	DeSSA Help Desk	Office of the School or District Test Coordinator	DDOE– Office of Assessment
Testing environment is down or unavailable	X		
User accounts are not available or users are not able to administer tests	X		X
Student(s) or student information is incorrect or missing			X
Preparing for online testing—downloading the secure browser, voice packs, etc.	X		
Tests showing available to students	X		
Password resets for state, district, and school users			X
Accommodations and supports not correct in DeSSA Test Information Distribution Engine (TIDE)		X	X

2.0 Introduction and Overview

2.1 About the Smarter Assessments

The Smarter Balanced Assessment Consortium is a multistate, state-led consortium that developed next-generation assessments aligned to the Common Core State Standards (CCSS) in English language arts (ELA)/literacy and mathematics to measure student progress toward college and career readiness. For more information about the Smarter Balanced Assessment Consortium, go to http://www.smarterbalanced.org/.

2.2 About the Test in Delaware

In 2010, the Delaware State Board of Education adopted the CCSS for Delaware classrooms, and legislation passed in July 2014 made it possible to utilize Smarter assessments to measure students' progress toward meeting those college- and career-ready standards in ELA/literacy and mathematics.

The Smarter summative assessments are now part of the Delaware System of Student Assessments (DeSSA) for ELA/literacy and mathematics for students in grades 3–8 and high school. Each content area of these online tests consists of a computer adaptive test (CAT) as well as a performance task (PT). Throughout this document, these assessments will be referred to as the Smarter assessments for ELA/literacy and mathematics.

Table 2-1: Key Icons and Elements

Icon	Description
	Note: This symbol accompanies helpful information or reminders.
	Warning: This symbol accompanies important information regarding actions that may cause errors.
	Caution: This symbol accompanies important information regarding a task.
1. text 2. text	Text that appears in shaded boxes provides instructions relevant to the task described: ▪ Numbered (ordered) lists provide step-by-step instructions. ▪ Bulleted lists provide instructions that do not need to be performed in a specific order.
[Text]	Text in brackets is used to indicate a button or link that is clickable.

2.3 Important Test Dates

Table 2-1: Smarter Assessment Dates

Type	Dates
Smarter Interim Comprehensive Assessment (ICA) ELA/Literacy and Mathematics, Grades 3–8 and 11	August 31, 2015–July 15, 2016
Smarter ELA/Literacy and Mathematics Blocks	August 31, 2015–July 15, 2016
Smarter Summative ELA/Literacy and Mathematics, Grades 3–8	March 9, 2016–June 2, 2016
Smarter Summative ELA/Literacy and Mathematics, Grade 11	April 13, 2016–June 2, 2016
Smarter ELA/Literacy and Mathematics Paper Pencil	May 2, 2016–May 18, 2016

3.0 Smarter Roles and Responsibilities

Warning: All test coordinators, test administrators, and school administrative staff who will be involved in Smarter assessments administration must complete required DeSSA Training Courses.

DeSSA entry courses provide training on security, test administration, and other information related to the administration of assessments. Additional training is required for the Smarter ELA/Literacy and Mathematics Online, Summative Assessment and Smarter Interim assessments. Successful completion of training is required prior to administration of these assessments.

3.1 District Test Coordinators (DTCs)

District Test Coordinators (DTCs) are responsible for coordinating testing in their districts. They must ensure that the School Test Coordinators (STCs) and Test Administrators (TAs) in their districts are appropriately trained and aware of policies and procedures. DTCs must also ensure that their STCs are trained in the reporting system.

Table 3-1: District Test Coordinator Checklist

Activity	Completion
Complete all required DeSSA training	January–March
Review scheduling and testing requirements with STCs	Before each testing cycle
Ensure all personnel, including District Test Coordinators (DTCs), School Test Coordinators (STCs), and Test Administrators (TAs) are trained on how to properly administer the DeSSA assessments by completing the required training	Before administering tests
Work with schools to review Delaware Student Information System (DELSIS) and Test Information Distribution Engine (TIDE) student rolls	Before and during each testing cycle
DTCs should ensure STCs and TAs understand protocols in the event that a student moves to a new district and/or school	Before and during each testing cycle
Review and submit incidents, exemptions, security incidents, and data reviews to DDOE from SysAID	Ongoing; deadline for all submissions will be one week after testing window closes
Complete required DeSSA security forms and ensure that all STCs and TAs have completed DeSSA security forms before administering any assessments	Before administering tests

3.2 District/School Accommodations Managers (DAMs/SAMs)

District/School Accommodations Managers are responsible for ensuring student accommodations are correctly entered into TIDE. See TIDE User Manual on the DeSSA Portal for more information.

Table 3-2: District/School Accommodations Managers Checklist

Activity	Completion
Attend District/School Accommodations Manager training	January
Complete all required DeSSA TIDE training	Ongoing
Ensure accommodations have been reviewed and updated in DeSSA TIDE. Note, some specific accommodations, such as Text to Speech (TTS) for ELA CAT assessment may only be set by the DDOE state user role. For a list of these accommodations, see the Accessibility Guidelines on the DeSSA Portal. To apply for one of the restricted accommodations, submit the correct form to Brian Touchette at Brian.Touchette@doe.k12.de.us.	Before each testing window

3.3 School Test Coordinators (STCs)

An STC can be a principal, vice principal, technology coordinator, counselor, or other staff member. We recommend that the STC be a person with non-instructional or limited instructional duties so that he/she can coordinate testing activities in the school.

STCs are ultimately accountable for ensuring testing is conducted in accordance with the test security and other policies and procedures established by the Delaware Department of Education. STCs must complete all actions in accordance with the activity listing and timeline displayed in Table 3-3.

Table 3-3: School Test Coordinator Checklist

Activity	Completion
Attend School Test Coordinator training	January–March
Complete all required DeSSA training	Ongoing
Complete all required security forms and ensure that all TAs have completed all required security forms	Before they administer any test
Ensure that all TA complete Smarter assessment training modules	Before each test window
Work with technology personnel to ensure the DeSSA secure browser has been installed and is working on all computers be used with testing	Before or during testing window
Complete test schedule	Before testing window opens
Review students in both DELSIS and TIDE applications before students are tested	Before and during each testing window
Ensure that TAs understand protocols in the event that a student moves to a new district and/or school	Before and during each testing cycle

Ensure all students in Department of Services for Children, Youth and their Families (DSCYF), Delaware Adolescent Program, Inc. (DAPI), or Consortium Discipline Alternative Program (CDAP) programs have a home school record	Before and during each testing window
Ensure accommodations have been reviewed and updated in DeSSA TIDE	Before and during each testing window
Enter any security issues, incidents, data reviews, unique accommodations, or exemptions required for any Smarter assessment testing window in SysAID	Ongoing; deadline for all submissions is one week after testing window closes

In addition, STCs who also act as TAs must review all user guides and other manuals.

3.4 Test Administrators (TAs)

Note: TAs administering the assessments may include the following:

- Delaware-certified educators (teachers, administrators, or guidance counselors);
- Paraprofessionals, if closely supervised by a Delaware-certified educator;
- Translators (if they are not Delaware-certified educators, they must be closely supervised by a Delaware-certified educator); and
- Substitute teachers (if they are not Delaware-certified educators, they must be closely supervised by a Delaware-certified educator).

If there is a severe shortage of staff, a test may be administered by:

- Student teachers acting as TAs, if closely supervised by a Delaware-certified educator, and
- Student teachers and school support staff to act as proctors.

Table 3-4: Test Administrator Checklist

Activity	Completion
Review necessary manuals and user guides shown in Table 3-6.	Before testing
Complete all required DeSSA training associated with assessments to be administered	Before testing
Prepare the testing environment, ensuring that students have the necessary equipment and materials as appropriate, e.g., scratch paper, pencils, and rulers, etc.	Before testing
Administer the DeSSA assessment, following the Directions for Administration	During testing
Report testing irregularities	After testing
Dispose of all testing materials in a secure manner including print-on-request document, scratch paper, PT materials, etc.	After testing

3.5 Training Requirements

Prior to administering a Smarter assessment, TAs must read the manuals and complete the training associated with the test to be administered.

All individuals participating in or otherwise associated with any test administration must complete the following training requirements.

Table 3-5: Smarter Summative Training Requirements

Smarter Participant Role	Required Training	Optional Training
District Test Coordinator (DTC)	• Smarter Practice Test • Security Module • DeSSA TIDE Training • DeSSA Overview • TA Interface	• THSS training • Let's Talk Universal Tools • Student Interface for Online Testing • What Is a CAT (Computer-Adaptive Test)?
School Test Coordinator (STC)	• Smarter Practice Test • Security Module • DeSSA TIDE Training • Test Administrator Training • DeSSA Overview	• THSS training • Let's Talk Universal Tools • Student Interface for Online Testing • What Is a CAT?
Accommodations Manager	• DeSSA TIDE Training	• Accessibility Guidelines
Test Administrator *(TA)	• Smarter Practice Test • Security Module • DeSSA TIDE Training • DeSSA Overview • Test Administrator Training	• THSS training • Let's Talk Universal Tools • Student Interface for Online Testing • What Is a CAT?
Other (These individuals include but are not limited to principals, paraprofessionals, translators, etc.)	• Security Module • Test Administrator Training • DeSSA Overview	• Let's Talk Universal Tools • Student Interface for Online Testing

Smarter Participant Role	Required Training	Optional Training
Special Education Staff/Coordinator	• Security Module • Test Administrator Training • DeSSA Overview • Accessibility Guidelines • Accessibility and Accommodations	• Let's Talk Universal Tools • Student Interface for Online Testing
English Language Learners Staff/ Coordinator	• Security Module • Test Administrator Training • DeSSA Overview • Smarter Practice Test • Accessibility Guidelines • Accessibility and Accommodations	• Let's Talk Universal Tools • Student Interface for Online Testing
Students	• Let's Talk Universal Tools • What Is a CAT? • Student Interface for Online Testing	

3.6 Test Administration Resources

The Delaware Smarter ELA/Literacy and Mathematics Online Summative Test Administration Manual (TAM) is intended for staff who play a role in the administration of Smarter assessments, such as State Users, DTCs, STCs, Accommodations Managers and TAs. This manual provides procedural and policy guidance to implement these assessments. For a list of frequently used terms see Appendix B: Frequently Used Terms. For specific questions not addressed in this manual, please contact Helen Dennis at Helen.Dennis@doe.k12.de.us.

3.7 Summative Assessment Test Administration Resources

This TAM is designed to complement a variety of other resources listed in Table 3-6: Manuals, Table 3-7: Smarter Training Modules, and Table 3-8: Other Resources.

Table 3-6: Manuals (Available on the DeSSA Portal)

Resource	Description
DeSSA TIDE User Guide	DeSSA TIDE is the system used to manage student information and user accounts for online testing. The DeSSA TIDE User Guide provides a step-by-step approach to using the enhanced user management system.
Test Administrator User Guide	The Test Administrator User Guide supports individuals using the test delivery system applications to manage testing for students participating in the summative assessment. This resource provides information about the test delivery system, including the Test Administrator and student applications.
Smarter Assessments Usability, Accessibility, and Accommodations Guidelines	The Usability, Accessibility, and Accommodations Guidelines focus on universal tools, designated supports, and accommodations for the Smarter assessments. The Guidelines are intended for school-level personnel and decision-making teams, particularly Individualized Educational Program (IEP) and 504 teams, as they prepare for and implement the Smarter assessment. The Guidelines provide information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The Guidelines are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.
Accessibility Guidelines for Delaware System of Student Assessments (DeSSA)	The Accessibility Guidelines for DeSSA provide information about identifying and documenting students who are eligible to receive designated supports and accommodations on Smarter and other DeSSA assessments. It also provides information on determining which assessments are appropriate for students and lists the designated supports and accommodations permitted on each assessment and in each content area. Finally, it explains the procedures for documenting supports and accommodations, including the necessary forms and deadlines.
Smarter Mathematics/ELA Assessment Paper Pencil TAMs	The Smarter Mathematics/ELA Assessment Paper Pencil Test Administration Manuals will provide administration information and requirements for the administering the Paper Pencil test.
Smarter ELA/Literacy and Mathematics ICA IAB TAM	The Smarter ELA/Literacy and Mathematics Interim Comprehensive Assessment and Interim Assessment Blocks Test Administration Manual will provide administration information and requirements for administering the interim comprehensive assessment.
Technology Specifications Manual (TSM) for Online Testing	The Technology Specifications Manual provides technology staff with the technical specifications for online testing, including information on Internet and network requirements, general hardware and software requirements, secure browser installation, and text-to-speech function.
Secure Browser Installation Manual	The Secure Browser Installation Manual provides instructions for installing the secure browser on supported operating systems and is organized by operating system. This document is a supplement to the Technical Specifications Manual for Online Testing.
Braille Requirements and Testing Manual	The Braille Requirements and Testing Manual includes information about supported operating systems and required hardware and software for braille testing. It also includes a quick guide for TAs who are testing students with a braille accommodation. This manual consolidates information that was previously split between the Technical Specifications Manual and the Test Administrator User Guide.

Table 3-7: Smarter Training Modules (Available in Professional Development Management System)

Module Name	Primary Audience	Objective
Accessibility and Accommodations	• TAs • Teachers • STCs	This module describes the recommended uses of available universal tools, designated supports, and accommodations for student accessibility to Smarter assessments.
Let's Talk Universal Tools	• Students • TAs • Teachers	This module acquaints students and teachers with the online, universal tools (e.g., types of calculators, expandable text) available in the Smarter assessment. This module should be shown to students in a classroom/group setting. It is suggested that teachers be in the room to answer questions from students as they view the module.
Performance Task (PT) Overview	• DTCs and STCs • Teachers	This module provides an overview of what a performance task is and the purpose of the classroom activity as it pertains to the performance task.
Student Interface for Online Testing	• Students • DTCs and STCs • TAs • Teachers	This module explains how to navigate the Student Interface.
What Is a CAT (Computer-Adaptive Test)?	• District and School Test Coordinators • Teachers	This module provides the characteristics and advantages of a CAT.

Table 3-8: Other Resources (Available on the DeSSA Portal)

Resource	Description
Practice Test*	• Practice Tests include items and performance tasks for each grade level (3–8 and 11). The Practice Tests provide a preview of the item types included in the Smarter assessment. Item types are listed and described in Appendix J: Item Types. • Link to the Practice Tests: DeSSA Portal. See also Appendix K: Practice Tests and Training Tests for additional information about the Practice Tests.
Training Test*	• Training Tests are for TAs and students to become familiar with the format and functionality of the online test. This resource is available by grade band (3–5, 6–8, high school) and has approximately eight to nine mathematics and six ELA items per grade band. • Link to the Training Test: DeSSA Portal. See also Appendix K: Practice Tests and Training Tests for additional information about the Training Tests.

* The Practice Tests and Training Tests can be accessed as a “guest” without login credentials. However, if users want to access either of these sites as a TA (required to administer a braille practice or training test), a login is required, and the TA will need will need access to the Identity Management System (IMS) and DeSSA application. The Practice Tests and Training Tests do not require use of the secure browser, but some accessibility features (such as text-to-speech) are only available through the secure browser.

4.0 Ensuring Test Security and Security Procedures

The security of DeSSA assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of assessment results.

All summative test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

Please refer to the DeSSA Test Security Manual and training for additional information.

Prior to test administration, District Test Coordinators (DTCs), School Test Coordinators (STCs), Technology Coordinators, and Test Administrators (TAs) should review the technology infrastructure at their schools.

4.1 Destroying Test Materials

	Important: Federal Law—the Family Educational Rights and Privacy Act—prohibits the release of any student's personally identifiable information. Any printed materials must be securely stored and then shredded.

As a reminder, unless using scratch paper during the performance task (PT), those test materials identified in the DeSSA Test Security Manual must be securely shredded immediately following each test session and may not be retained from one test session to the next.

Classroom Activity must be securely shredded at the completion of the Classroom Activity and may not be used during the Performance Task (PT). Scratch paper used during the PT should be handled according to the guidance provided in the DeSSA Test Security Manual.

Student notes created during the classroom activity must be securely shredded at the completion of the CA and may not be used during the performance task.

5.0 Technology Infrastructure

Prior to test administration, District Test Coordinators (DTCs), School Test Coordinators (STCs), Technology Coordinators, and Test Administrators (TAs) should review the technology infrastructure at their schools.

5.1 Technology Resources

The Technical Specifications Manual for Online Testing, located on the DeSSA Portal, provides Technology Coordinators with the technical specifications for online testing, including information about Internet and network requirements, hardware and software requirements, secure browser installation, and text-to-speech functionality.

5.2 The Secure Browser

Students must log in through the appropriate secure browser provided for the DeSSA Test Delivery System. The secure browser is designed to ensure test security by prohibiting access to external applications or navigation away from the test. The secure browser must be used to access the DeSSA Interim Comprehensive and Summative Assessments. As an additional option, the training tests can be accessed using the secure browser.

The DeSSA Portal contains instructions for downloading and installing the secure browsers. Your school's or district's Information Technology (IT) staff can help to ensure that the secure browsers have been installed correctly on all computers to be used for testing at your location. If you are not sure that the secure browsers have been installed or you have questions, contact your STC or IT staff prior to administering tests.

While the secure browser is an integral component of test security, TAs perform an equally important role in preserving test integrity. TAs should be aware of the following and employ the necessary precautions while administering online tests:

- *Close External User Applications Before Launching the Secure Browser*—Prior to administering the online tests, TAs should check all computers that will be used and close all applications except those identified as necessary by the school's Technology Coordinator. After closing these applications, the TA should open the secure browser on each computer. The secure browser will not work if the computer detects that a forbidden application is running (see below).
- *Do Not Allow Testing on Computers With Dual Monitors*—Students should not take online tests on computers that are connected to more than one monitor. Systems that use a dual-monitor setup typically display an application on one monitor screen while another application is accessible on the other screen.

5.2.1 Forbidden Application Detection

This feature automatically detects certain applications that are prohibited from running on a computer while the secure browser is open. The secure browser checks the applications currently running on a computer when it is launched. If a forbidden application is detected, the student is denied entry and is shown a message that indicates which forbidden application is open. Similarly, if a forbidden application launches while the student is already in a test (e.g., scheduled tasks), the student will be logged out and a message displayed.

	Warning: If a forbidden application is launched in the background while the student is already in a test, the student will be logged out. The student will also see a pop-up message stating that a forbidden application was detected. This often occurs when Internet Explorer or another application attempts a software auto-update. AIR recommends checking all scheduled software auto-updates to ensure that they will take place outside of planned testing hours. Users may also see this message when trying to use permissive mode. In addition, if students are using Zoom Text or Dragon with permissive mode, they might encounter this error message.

5.2.2 Accessing the Student Testing Site on iPads and Android Tablets

Tablets and Chromebooks should be ready for testing **before** giving them to students. For detailed instructions on ensuring tablets and Chromebooks are ready for use, refer to the *Technical Specifications Manual for Online Testing*, which is available on the DeSSA Portal.

5.2.3 Configuring iPads

1. Tap the **AIRSecureTest** secure browser icon.
2. If the Launchpad page displays, select [Delaware] and then [Delaware System of Student Assessments] as the test administration program. (This Launchpad page appears once.) The student login page will display.
3. Press the [Home] button three times in quick succession. This will enable Guided Access.
4. Tap the [Start] button in the upper right corner. Guided Access is now activated and the student can log in.

5.2.4 Configuring Android Tablets

1. Tap the **AIRSecureTest** secure browser icon.
2. If the secure browser keyboard is not selected, you will need to follow the prompts on the screen. When the secure browser keyboard is selected, then the secure browser application will open.
3. The Launchpad page displays, select [Delaware] and then [Delaware System of Student Assessments] as the test administration program. (This Launchpad page appears once.) The student login page will display.

5.2.5 Configuring Chromebooks

1. From the [Apps] link on the Chrome OS login screen, select the **AIRSecureTest** secure browser icon.
2. The Launchpad page displays, select [Delaware] and then [Delaware System of Student Assessments] as the test administration program. (This Launchpad page appears once.) The student login page will display.

See Appendix G: Secure Browser for Testing for additional guidelines about using the secure browser.

6.0 General Test Administration Information

This section provides an overview of the online testing environment and guidelines for test administration of the Smarter ELA/Literacy and Mathematics Online assessments. Use this section to become familiar with what students will experience in accessing the assessment, how to prepare for the assessment, and to review general rules for online testing. Information about the Practice/Training Tests, test pauses, and resumptions is also included in this section. Test Administrators (TAs) should become familiar with this section well in advance of the test date so materials for login, accommodations, and exemptions described below can be prepared.

6.1 Assessment Participation

6.1.1 Participation of Students with Disabilities and/or English Language Learners

Smarter Balanced has crafted a comprehensive accessibility and accommodations framework for all students and those with special assessment needs. The Consortium has also developed a variety of universal tools that will be embedded in the Smarter test delivery engine as well as a variety of designated supports and accommodations.

Consistent with the Smarter testing plan, all students, including students with disabilities (SWDs), English language learners (ELLs), and ELLs with disabilities, should have equal opportunity to participate in the Smarter assessments. Please refer to the Accessibility Guidelines for Delaware System of Student Assessments (DeSSA) located on the DeSSA Portal for additional information on selecting Smarter accommodations and supports.

All students enrolled in grades 3–8 and high school are required to participate in the Smarter Mathematics Assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the ELA/literacy alternate assessment based on alternate achievement standards (approximately 1% or fewer of the student population).
- Students with the most significant cognitive disabilities who meet the criteria for the mathematics alternate assessment based on alternate achievement standards (approximately 1% or fewer of the student population).
- ELLs who enrolled within the last 12 months prior to the beginning of testing in a U.S. school have a one-time exemption from Smarter assessment and DCAS-Alt1 English Language Arts tests. These students may instead participate in their state's English language proficiency assessment consistent with state and federal policy. Students who are participating in the Interim Comprehensive Assessments or Interim Assessment Blocks may also have an exemption from completing the ELA assessment.

School personnel should follow federal and state policies regarding student participation.

6.2 General Rules of Online Testing

This section provides a brief overview of the general test administration rules for different portions of the test as well as information about test tools and accommodations. For more advanced information, refer to the Test Administrator User Guide located on the DeSSA Portal.

6.2.1 Basic Online Testing Parameters

- CAT items and PTs will be presented as separate tests. Students may not return to a test once it has been completed and submitted.

- Within each test there may be segments. For example, mathematics tests for grades 6 and above include a segment with an embedded calculator available and another segment where the embedded calculator is not allowed and is not available for testing. A student may not return to a segment once it has been completed and submitted.
- Students **must answer all test items on a page** before going to the next page. Some pages contain multiple test items. Students may need to use the vertical scroll bar to view all items on a page.
- Students may mark items for review and use the Past/Marked dropdown list to return to those items.

6.2.2 Text to Speech Accommodation for Smarter Tests

- The accommodation for TTS is a designated support for Smarter ELA PTs and for Smarter Math Assessments, and may be set by the Accommodations Manager in the TIDE interface.
- For the Smarter ELA CAT assessment, the accommodation for TTS for items may be set for the items, however only the DDOE state user role may set the accommodation for TTS for stimulus and items. For more information about setting these accommodations in the TIDE interface, see the TIDE User Guide on the DeSSA Portal. To apply for TTS for stimulus and items on the ELA CAT assessment for a student, submit the correct form (found in the Accessibility Guidelines) to Brian Touchette. For assistance with setting any of the restricted accommodations, please contact Brian Touchette at Brian.Touchette@doe.k12.de.us.

6.2.3 Pause Rules

During the CAT portion of the test, if a test is paused for more than 20 minutes the student is:

- Required to log back into the student interface.
- Presented with the test page containing the test item(s) he or she was working on when the test was paused if the page contains at least one unanswered item OR with the next test page if all items on the previous test page were answered.
- NOT permitted to review or change any previously answered test items even if they are marked for review, with the exception of items on a page that contains at least one item that was not answered yet.

See Appendix C: What to Do When Guide for CAT pause rules scenarios.

Any highlighted text and notes on the digital notepad will not be saved when a test is paused regardless of how long the test is paused.

In the event of a technical issue, e.g., power outage or network failure, students will be logged out and the test will automatically be paused. The students will need to log in upon resuming the test.

During the performance task portion of the test:

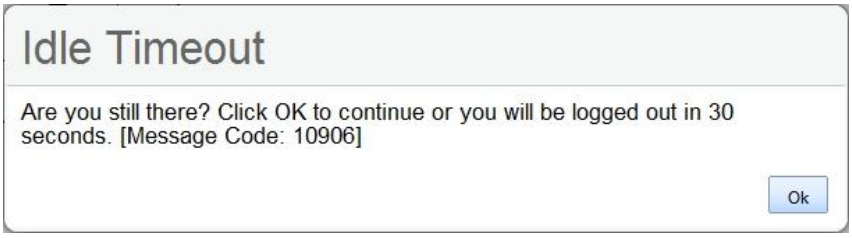
- **There are no pause restrictions.** If a test is paused for 20 minutes or more, the student can return to the section and continue typing his or her responses. Please note that there are specified recommendations provided in Section 6.3 Testing Time and Recommended Order of Administration.
- Any highlighted text and notes on the digital notepad will not be saved when a test is paused regardless of how long the test is paused.

- In the event of a technical issue, e.g., power outage or network failure, students will be logged out and the test will automatically be paused. The students will need to log in upon resuming the test.

6.2.4 Test Timeout Due to Inactivity

As a security measure, students and TAs are automatically logged out of the test after 20 minutes of test inactivity. *Activity* is defined as selecting an answer or navigation option in the test, e.g., clicking [Next] or [Back] or using the Past/Marked Questions dropdown list to navigate to another item. Moving the mouse or clicking on an empty space on the screen is not considered activity.

Before the system logs the student out of the test, a warning message will be displayed on the screen. If the student does not click [Ok] within 30 seconds after this message appears, he or she will be logged out. Clicking [Ok] will restart the 20-minute inactivity timer.



Caution: As a security measure, TAs are automatically logged out after 20 minutes of user inactivity and student inactivity in the session, which will result in closing of the test session.

6.2.5 Test Expiration

CAT Items

A student's CAT remains active until the student completes and submits the test or 45 calendar days after the student has begun the test, whichever occurs sooner. However, it is recommended that students complete the CAT portion of the test within five days of starting the designated content area.

Performance Task (PT)

The PT is a separate test that remains active for only 10 calendar days after the student has begun the PT. However, it is recommended that students complete the PT within three days of starting in each content area. A summary of recommendations for the number of sessions and session durations is provided in Section 6.3: Testing Time and Recommended Order of Administration.

Note: If a student starts the test near the end of the testing window, the student must finish before the administration window officially closes. The test will automatically end on the last day of the scheduled administration window, even if the student has not finished.

6.3 Testing Time and Recommended Order of Administration

All students participating in the assessment will receive a CAT, a classroom activity, and a PT assessment in ELA/literacy and mathematics.

6.3.1 Testing Time and Scheduling

Table 6-1: Smarter Assessment Dates

Type	Dates
Interim Comprehensive Assessment (ICA) ELA/Literacy and Mathematics, Grades 3–8 and 11	August 31, 2015–July 15, 2015
Smarter ELA/Literacy and Mathematics Blocks	August 31, 2015–July 15, 2015
Smarter ELA/Literacy and Mathematics, Grades 3–8	March 9, 2016–June 2, 2016
Smarter ELA/Literacy and Mathematics, Grade 11	April 13, 2016–June 2, 2016
Smarter ELA/Literacy and Mathematics Paper Pencil	May 2, 2016–May 18, 2016

Smarter Testing Window Policy (approved by governing states):

Grades 3–8

- Testing shall not begin until at least 66% of a school's annual instructional days have been completed; and
- Testing may continue up to and including the last day of school.

High School

- Testing shall not begin until at least 80% of a school's annual instructional days have been completed; and
- Testing may continue up to and including the last day of school.

A state may establish more specific windows within the constraints of the Consortium-defined windows described above.

For each content area, Smarter Balanced also recommends that students begin with the CAT items, followed by the classroom activity, and then the PT. Districts/schools may opt to administer in a different order if needed; however, the classroom activity, which is designed to introduce the PT, **must** occur prior to the PT.

Scheduling Time for Testing

Table 6-2 contains the estimated times it will take most students to complete the Smarter assessment based on the time it took students to complete the Smarter Balanced Pilot and Field Tests.

Table 6-2: Estimated Testing Times for Smarter Assessments

Content Area	Grades	Computer Adaptive Test hrs:mins	Performance Task hrs:mins	Total hrs:mins	Classroom Activity (administered prior to the PT)* hrs:mins	Total hrs:mins
ELA/Literacy	3–5	1: 30	2:00	3:30	0:30	4:00
	6–8	1:30	2:00	3:30	0:30	4:00
	11	2:00	2:00	4:00	0:30	4:30
Mathematics	3–5	1:30	1:00	2:30	0:30	3:00
	6–8	2:00	1:00	3:00	0:30	3:30
	11	2:00	1:30	3:30	0:30	4:00
Both	3–5	3:00	3:00	6:00	1:00	7:00
	6–8	3:30	3:00	6:30	1:00	7:30
	11	4:00	3:30	7:30	1:00	8:30

***Note**: Classroom activities are designed to fit into a 30-minute window; however, the time within the window will vary due to the complexity of the topic and individual student needs.

When developing a testing schedule, use the estimated testing times to calculate the number of days and the amount of time it will take to complete a test in each content area and grade level.

These estimates do not account for any time needed to start computers, load secure browsers, and log in students. The times also do not account for breaks. TAs should work with STCs to determine precise testing schedules.

6.3.2 Recommended Order of Online Administration

The test is comprised of two components (tests) for ELA/literacy and mathematics—a CAT and a PT. All PTs must be preceded by the administration of a classroom activity.

Smarter Balanced recommends that students take the CAT and PT items on separate days.

Table 6-3: Recommended Order of Test Administration

6.3.3 Classroom Activity

The purpose of the classroom activity is to introduce students to the context of a performance task so they are not disadvantaged in demonstrating the skills the task intends to assess. Classroom Activities do not address content information; instead, they focus on vocabulary and key contextual topics. The classroom activity is designed to be an introduction and not an assessment.

Guidelines for administering the classroom activity for ELA/literacy or mathematics are as follows:

- A certified teacher should administer a classroom activity. It is preferable—but not essential—that the teacher or TA administering the classroom activity have content knowledge in the area of assessment.
- The teacher or TA should be able to record information—including any tables, graphics, formulas, or other information contained in the classroom activity materials—for students to see, such as on a chalkboard or dry-erase board. Computers, projectors, and other technology are allowed but not required for the classroom activity. Recorded information should not be available when students participate in the PT. When the PT is being administered, content from the classroom activity should not be available, i.e., do not put any content from the classroom activity on the board, in handouts, etc.
- Students may take notes during this time, but the notes may not be used during the PT. Notes must be collected before proceeding to the PT and stored in a secure location until securely shredded.
- There should be no more than a three-day lapse between the classroom activity and the PT administration. Inadvertently administering the PT before or without the classroom activity constitutes a testing irregularity.
- The classroom activity should be administered to students only once and is designed to be completed in approximately 30 minutes.
- The classroom activity is non-secure; however, it should not be supplemented with any other content.
- Consider the appropriate accommodations that should be provided to students in the class that would normally be provided during instruction. Appendix E: Accessibility Guidelines for Classroom Activities contains information on these student resources that can be provided during the classroom activity.
- In the event a student is absent during the classroom activity, a make-up session must be scheduled. The classroom activity may be recorded; however, the make-up session should provide students with an experience similar to that of his or her peers. To the greatest extent possible, the make-up session should provide students an opportunity to interact with the teacher or TA and his or her peers.

6.3.4 Classroom Activity Location

The location for the Classroom Activity will be on DeSSA TIDE. A new folder will be introduced for the Summative Assessment. This will house the classroom activities required to be completed before starting the performance task. A classroom activity will be identified based on performance tasks assigned.

Table 6-4: Assessment Sequence—ELA

ELA	CAT Items	Classroom Activity	Performance Task
Number and Duration of Sessions	Recommendations: • No fewer than two sessions (recommended) and no more than six sessions (rare/extreme). • Session durations range from 40–60 minutes.	Recommendations: • Administer activity in one session. • Approximate session duration is 30 minutes. • Activity should occur one to three days prior to PT. • Activity should NOT occur on the same day as the ELA PT	The PT is presented in two parts. Recommendations: • Administer in two sessions corresponding to Parts 1 and 2 of the PT. • Session durations range from 60–120 minutes.
Breaks Within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.	N/A	The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, he/she will not be able to review or revise items in Part 1. • Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.
Total Duration	Once a student has started the CAT items, they will be available for 45 days. • Recommendation: Student completes this portion within five days of starting.	N/A	Once a student has started the PT, it will be available for 10 days. • Recommendation: Student completes each part of the PT within one day.

Table 6-5: Assessment Sequence—Mathematics

Mathematics	CAT Items	Classroom Activity	Performance Task
Number and Duration of Sessions	Recommendations: • Administer in two sessions. • Session durations range from 40–60 minutes. Most students will complete the CAT items in two sessions of 60 minutes or less or one long session of more than 60 minutes.	Recommendations: • Administer in one1 session. • Approximate session duration is 30 minutes. • Should occur as close to the PT as feasible and no more than three days prior to the PT. • MAY occur on the same day as the PT.	Recommendations: • Administered in one session. • Session duration ranges from 40–120 minutes.
Breaks Within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.	N/A	Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, students will have access to the same items.
Total Duration	Once a student has started the CAT items, they will be available for 45 days. • Recommendation: Students completes this portion within five days of starting it.	N/A	Once a student has started the PT, it will be available for 10 days. • Recommendation: Students complete the PT in one day.

7.0 Universal Tools, Designated Supports, and Accommodations

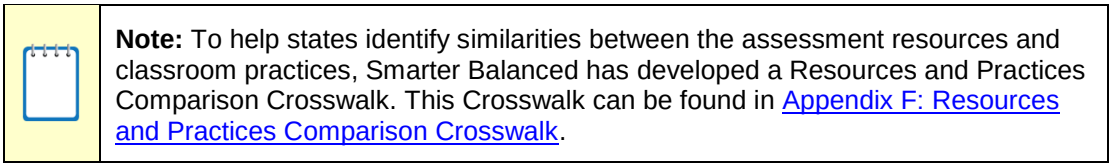
The Accessibility Guidelines for DeSSA are intended for school-level personnel and decision-making teams as they prepare for and implement the Smarter assessments. The Guidelines provide information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them, including students on an Individual Education Plan (IEP) and Section 504 plans. The Guidelines are also intended for assessment staff and administrators to assist with decisions related to curriculum, instruction, and assessment.

The Accessibility Guidelines for DeSSA include information related to all students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The Guidelines focus on universal tools, designated supports, and accommodations for the Smarter ELA/Literacy and Mathematics Assessments. At the same time, the Guidelines support important instructional decisions about accessibility and accommodations for students who participate in the Smarter assessments. The Guidelines recognize the critical connection between accessibility and accommodations in instruction and accessibility and accommodations during assessment.

If a school or district identifies a designated support and/or accommodation that they believe should be offered and is not available, the school or district should provide that information to Brian Touchette at Brian.Touchette@doe.k12.de.us. The state will keep a list of all requested designated supports and accommodations and provide those annually to Smarter Balanced for evaluation.

Note, some specific accommodations, such as Text to Speech (TTS) for ELA CAT assessment may only be set by the DDOE state user role. For a list of these accommodations, see the TIDE User Guide or the Accessibility Guidelines on the DeSSA Portal. To apply for one of the restricted accommodations, please complete the appropriate form, found in the Accessibility Guidelines, and submit it to Brian Touchette at Brian.Touchette@doe.k12.de.us.

The complete set of Accessibility Guidelines including the full list of universal tools, designated supports, and accommodations can be found on the DeSSA Portal. Please be sure to review these guidelines thoroughly before test administration.


Note: To help states identify similarities between the assessment resources and classroom practices, Smarter Balanced has developed a Resources and Practices Comparison Crosswalk. This Crosswalk can be found in Appendix F: Resources and Practices Comparison Crosswalk.

The summative assessments and Practice/Training Tests contain embedded universal tools, designated supports, and accommodations—these are defined in Table 7-1: Definitions for Universal Tools, Designated Supports, and Accommodations. Embedded resources are those that are part of the computer administration system, whereas non-embedded resources are provided outside of that system.

Table 7-1: Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Universal Tools	Access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Access features of the assessment available for use by any student for whom the need has been indicated by an educator or team of educators working with the parent/guardian and student. They are either provided as digitally delivered components of the test administration system or separate from it. This group includes students identified as ELL students, Students with Disabilities, Students with 504 plans, and General Ed Students with Supports.
Accommodation	Accommodations are changes in procedures or materials that increase equitable access during the Smarter assessments. Assessment accommodations generate valid assessment results for students who need them. They allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or Section 504 plans. Consortium-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessment.

State users, DTCs, DAMs, STCs, and SAMs have the ability to set embedded and non-embedded designated supports and accommodations. **Designated supports and accommodations must be set in DeSSA TIDE prior to starting a test session.**

For additional information about the availability of designated supports and accommodations, refer to the Accessibility Guidelines for DeSSA on the DeSSA Portal.

All accommodations should be entered in the TIDE interface (see TIDE User Guide on the DeSSA Portal).

To help states identify similarities between the assessment resources and classroom practices, Appendix F: Resources and Practices Comparison Crosswalk lists the resources that are currently included in the Guidelines document and assists educators and decision-makers by providing a description of both the resource and its classroom equivalent.

The handout needed for one particular non-embedded accommodation, the multiplication table, can be found in Appendix H: Multiplication Table.

8.0 Prior to Test Administration

8.1 Establishing Appropriate Testing Conditions

School Test Coordinators (STCs) and Test Administrators (TAs) will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA.

Table 8-1: Requirements of the Test Environment

Requirement	Description
Before Testing	
Instructional materials removed or covered.	Instructional materials must be removed or covered, including but not limited to: • Information displayed on bulletin boards, chalkboards, or dry-erase boards. • Charts, such as wall charts that contain literary definitions, maps, mathematics formulas, etc. • Other surfaces that might assist students in answering questions.
Student seating must be spaced.	Students must be seated so there is enough space between them to minimize opportunities to look at each other's work, or they should be provided with tabletop partitions.
Do Not Disturb Signage	If helpful, place a "Testing—Do Not Disturb" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
During Testing	
A quiet environment is required.	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or compromise the testing situation.
Students must be supervised	Students are actively supervised during the entire administration process.
Access to electronic devices is not permitted during the test session.	Students are prohibited from having unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes, but is not limited to, cell phones, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices. Please refer to the DeSSA Test Security Manual.
Students must have access to allowable resources only during the test session.	Students must only have access to and use of those allowable resources identified by Smarter Balanced that are permitted for each specific assessment (or portion of an assessment).
Only students who are testing can have access to assessments during the test session.	Only students who are testing can observe assessment items. Students who are not being tested or unauthorized staff must not be in the room where a test is being administered. Based on the item type (e.g., performance tasks), trained TAs may also have limited exposure to assessment items in the course of properly administering the assessment; however, even TAs and other staff may not actively review or analyze any assessment items.

Requirement	Description
No answer key may be developed.	No form or type of answer key may be developed for test items.
Testing is permitted only through secure browser.	Administration of the Smarter assessment is permitted only through the Student Interface via a secure browser.
During and After Testing	
TAs must have no access to student responses except in the normal course of assisting students with the test.	TAs are not permitted to review student responses in the testing interface or students' notes on scratch paper.
Making copies of test materials is not permitted.	Unless needed as a Print-on-Demand or braille accommodation, no copies of the test items, stimuli, reading passages, PT materials, or writing prompts may be made or otherwise retained.
Test materials must not be recorded or released by any method.	No digital, electronic, or manual device may be used to record or retain an item, reading passage, or prompt. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, e-mail, social media websites, etc.
Retaining, discussing, or releasing test materials is not permitted.	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
Reviewing, discussing, or analyzing test materials is not permitted.	Staff and TAs may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Student interaction during a test is limited to what is necessary for the purpose of a performance task.
After Testing	
No test materials can be used for instruction.	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
PT materials must be stored securely.	The only exception to the requirement governing the destruction of printed materials and scratch paper is when notes are used during the ELA and mathematics PTs. During the ELA PT, the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2, so that the student may return to the notes even though the student is not able to go back to specific items in Part 1.
Secure materials must be disposed of securely.	The destruction of printed materials and scratch paper is required after the completion of any test administration session. Please see above for exception.

Refer to Appendix C: What to Do When Guide for more detailed information regarding test situations.

The test administration must be conducted in a secure environment with appropriate resources and materials. Students may have access to and use the additional required resources listed in Table 8-2. Reference the DeSSA Test Security Manual for additional guidance.

Table 8-2: Required Resources

Content Area	CAT Items	Classroom Activity	Performance Task
ELA	• Headphones are required for the listening portion of the ELA assessment and for students requiring text-to-speech. • Scratch paper should be provided for note taking if necessary. • Pen or pencil. • Online test keyboard navigation symbols (found in the Test Administrator User Guide). • Department-approved keyboard navigation symbols can be provided. • Posters offering encouragement.	• Pen or pencil. • Scratch paper should be provided for note taking if necessary.	• Headphones are required for some performance tasks and for students requiring text-to-speech. • Scratch paper should be provided for note taking, if necessary. • Pen or pencil • Online test keyboard navigation symbols (found in the Test Administrator User Guide). • Department-approved keyboard navigation symbols can be provided. • Posters offering encouragement.
Mathematics	• Headphones are required for students needing text-to-speech and/or audio glossaries. • Embedded calculator will be available for some mathematics items in grade 6 and above. • Scratch paper is required for all grades. • Graph paper is required for grade 6 and above. • Pen or pencil. • Online test keyboard navigation symbols (found in the Test Administrator User Guide). • Department-approved keyboard navigation symbols can be provided. • Posters offering encouragement.	• Pen or pencil. • Scratch paper should be provided for note taking if necessary.	• Headphones are required for students needing text-to-speech and/or audio glossaries. • Embedded calculator will be available for all mathematics PT items in grade 6 and above. • Scratch paper is required for all grades. • Graph paper is required for grade 6 and above. • Pen or pencil. • Online test keyboard navigation symbols (found in the Test Administrator User Guide). • Department-approved keyboard navigation symbols can be provided. • Posters offering encouragement.

8.2 Tasks to Complete Prior to Test Administration

- Accommodations Managers need to ensure all accommodations and designated supports have been entered into DeSSA TIDE.
- DTCs and STCs need to ensure all TAs have login information for the TA interface.
- DTCs, STCs, and TAs need to verify and/or update student demographic information and test settings.

Each student must be correctly assigned to his or her district, school, and grade in the DeSSA TIDE system. STCs and TAs will need to work with district personnel to ensure all student demographic information is updated in DeSSA TIDE.

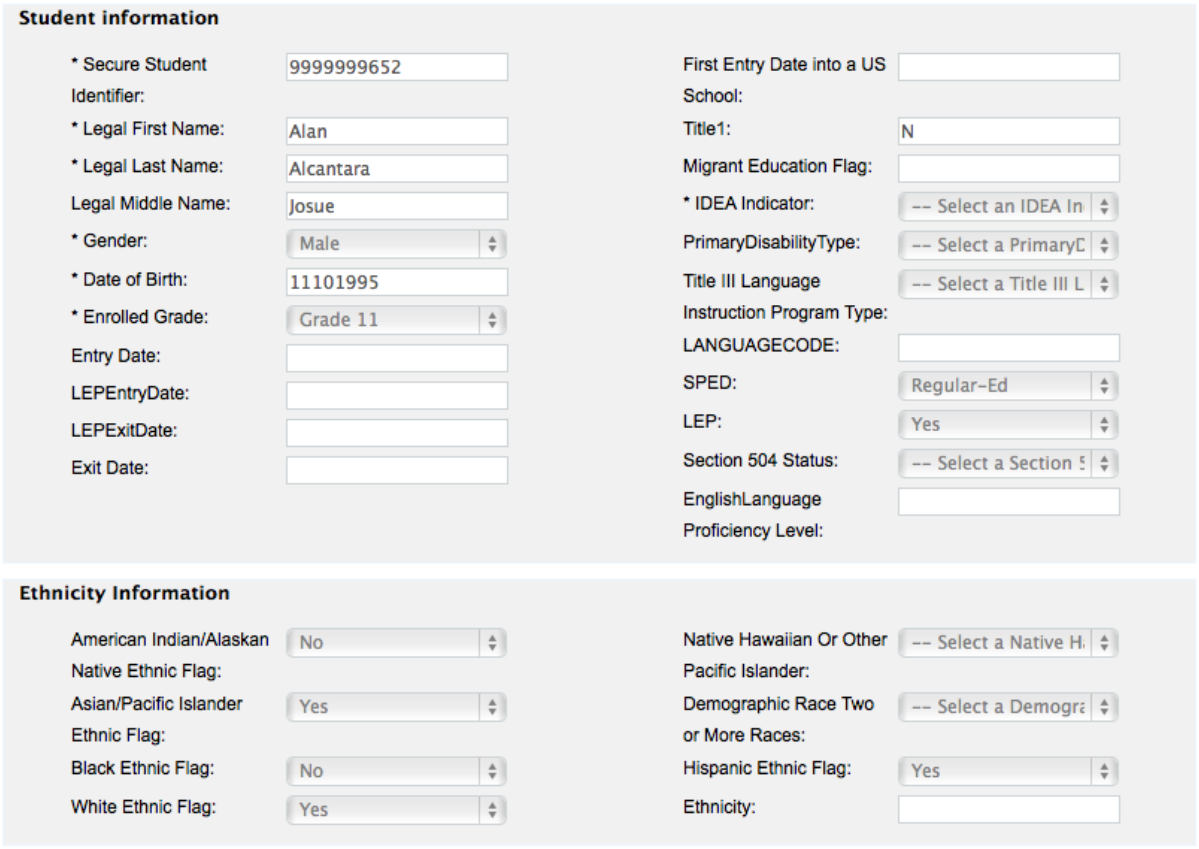
In addition to the correct school and grade, STCs and TAs must verify that all students have accurate test settings in DeSSA TIDE, including designated supports and accommodations, embedded and non-embedded, for each content area prior to testing.

8.2.1 View Student Details

This page shows the demographic information for the student you have selected. Most information on this page is read only. You cannot edit any student attributes, including personal identifier information.

Student information indicated with an asterisk (*) must be updated in DELSIS. Any student information marked with an asterisk that is incorrect must be updated before the student can test. All DELSIS updates will be applied to the DeSSA TIDE system within two to three days.

Table 8-3: Sample Student Demographics in DeSSA TIDE


Student information
* Secure Student Identifier: 9999999652
* Legal First Name: Alan
* Legal Last Name: Alcantara
Legal Middle Name: Josue
* Gender: Male
* Date of Birth: 11101995
* Enrolled Grade: Grade 11
Entry Date:
LEPEntryDate:
LEPExitDate:
Exit Date:
First Entry Date into a US School:
Title1: N
Migrant Education Flag:
* IDEA Indicator: -- Select an IDEA In
PrimaryDisabilityType: -- Select a PrimaryD
Title III Language Instruction Program Type: -- Select a Title III L
LANGUAGECODE:
SPED: Regular-Ed
LEP: Yes
Section 504 Status: -- Select a Section 5
EnglishLanguage Proficiency Level:
Ethnicity Information
American Indian/Alaskan Native Ethnic Flag: No
Asian/Pacific Islander Ethnic Flag: Yes
Black Ethnic Flag: No
White Ethnic Flag: Yes
Native Hawaiian Or Other Pacific Islander: -- Select a Native H
Demographic Race Two or More Races: -- Select a Demogra
Hispanic Ethnic Flag: Yes
Ethnicity:

8.2.2 Student Testing Restrictions

Only District and School Test Coordinators can edit student testing restrictions. If the test restriction flag is set for any content, this means the student is restricted from taking any DeSSA test, including the DCAS-Alt1, for the specific content area. To remove the test restriction flag for those students who should be tested in DCAS-Alt1, uncheck the box for the necessary content area(s).

	Note: The Alternate Accommodation flags are set by the DeSSA accommodation (500 and 5.01) and for each content area. Each Alternate Accommodation content area must display a checkmark (flag) in order for the student's score to be entered using the Score Entry Interface system.

	IMPORTANT: Any additions/edits/deletions of students must be completed **before the student can test**. The update, once made, may take up to 48 hours to appear in the DeSSA TIDE and correct in the TA interface. Failure to correct test settings before testing could result in the student's not being provided with the needed accommodations and/or designated supports at the time of testing. This is considered a testing irregularity.

For information on how to view, add, upload, and edit student information, please refer to the DeSSA TIDE User Guide located on the DeSSA Portal.

	Note: It is important for anyone with access to student information to remember that student personal information, including SSIDs, is confidential. **If materials containing student personal information and/or SSIDs are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or shredded.** For additional information about security protocols, refer to Section 4.0 Ensuring Test Security and Security Procedures of this manual and the DeSSA Test Security Manual.

STCs should ensure that TAs have necessary student login information. Each student will log in to the DeSSA testing system using his or her first name, SSID, and a test session ID. Prior to starting a testing session, TAs must have a record of each student's first name and SSID. This information must be provided to each student to complete the login process.

	Note: When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to students before they log in. Please refer to the *Test Administrator User Guide* located on the DeSSA Portal for detailed information on how to obtain session IDs.

8.2.3 Retrieve Classroom Activity Materials

TAs need prior planning and preparation for the classroom activity. They need to consider the following:

1. Retrieve and review the classroom activity at least one to two days prior to the planned delivery of the classroom activity.
2. The classroom activity should be administered one to three days before the PT is to be administered.

Accommodations will be available, and ELLs should have access to language supports that they regularly use during classroom instruction. For more information on the options that may be implemented during the classroom activity, please see Appendix E: Accessibility Guidelines for Classroom Activities.

	Important: If a student begins a PT without being exposed to the assigned classroom activity, the student should continue with and complete the PT. The TA must report this in SysAID as a testing irregularity as described in the Test Security Manual.

9.0 Day of Test Administration

	Note: Use the following information and script to assist students with the login procedures. Please refer to the *Test Administrator User Guide* on the DeSSA Portal to become familiar with the Online Testing System.

Located in Appendix L: Directions for Administration (Printable Version) is an abbreviated version of the directions for administration for the Smarter assessments. Test administrators should extract a copy of this to use for administering Smarter assessments.

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test. These instructions can be found in the boxes in bold on the following pages. When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless specified as an accommodation.**

Please remember that the script must be followed exactly and used each time a test is administered. If resuming a test and the TA is sure that all students are able to log in without hearing the login directions again, the TA may skip the italicized portions of the directions.

All directions that the TA needs to read to students are indicated by the word "SAY" and are in boxes so they stand out from the regular text. Read these directions exactly as they are written, using a natural tone and manner. If the TA makes a mistake in reading a direction, the TA should stop and say, "I made a mistake. Listen again." Then read the direction again.

The TA should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, encourage students to do their best.

Any time a student logs into the testing system, the TA should follow this script. This includes logging in to complete the CAT items or the performance task.

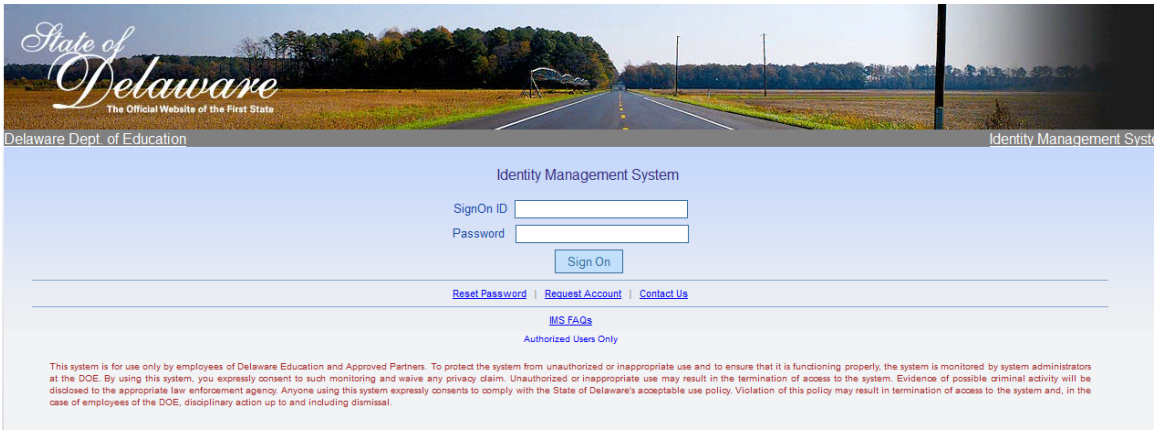
9.1 Starting a Test Session

	Note: The TA must create a test session before students can log in to the Student Testing System but no more than 20 minutes prior or the system will time out. When a TA creates a test session, a unique session ID is randomly generated.

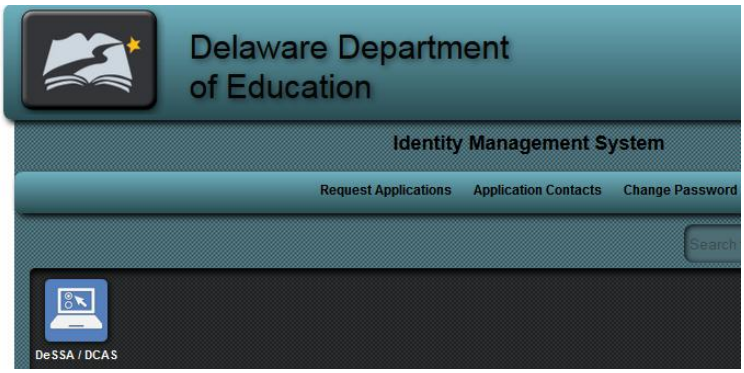
This session ID must be provided to the students before they log in and should be written down. To create a session, follow these steps:

1. The TA logs in to the TA Interface link.

1. Log in to IMS at https://login.doe.k12.de.us with your username and password:

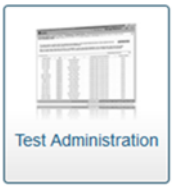

State of Delaware
The Official Website of the First State
Delaware Dept. of Education
Identity Management System
Identity Management System
SignOn ID
Password
Sign On
Reset Password | Request Account | Contact Us
IMS FAQs
Authorized Users Only
This system is for use only by employees of Delaware Education and Approved Partners. To protect the system from unauthorized or inappropriate use and to ensure that it is functioning properly, the system is monitored by system administrators at the DOE. By using this system, you expressly consent to such monitoring and waive any privacy claim. Unauthorized or inappropriate use may result in the termination of access to the system. Evidence of possible criminal activity will be disclosed to the appropriate law enforcement agency. Anyone using this system expressly consents to comply with the State of Delaware's acceptable use policy. Violation of this policy may result in termination of access to the system and, in the case of employees of the DOE, disciplinary action up to and including dismissal.

2. Select the DeSSA/DCAS thumbnail for the DeSSA Portal.



3. Click the Smarter ELA & Mathematics user card.

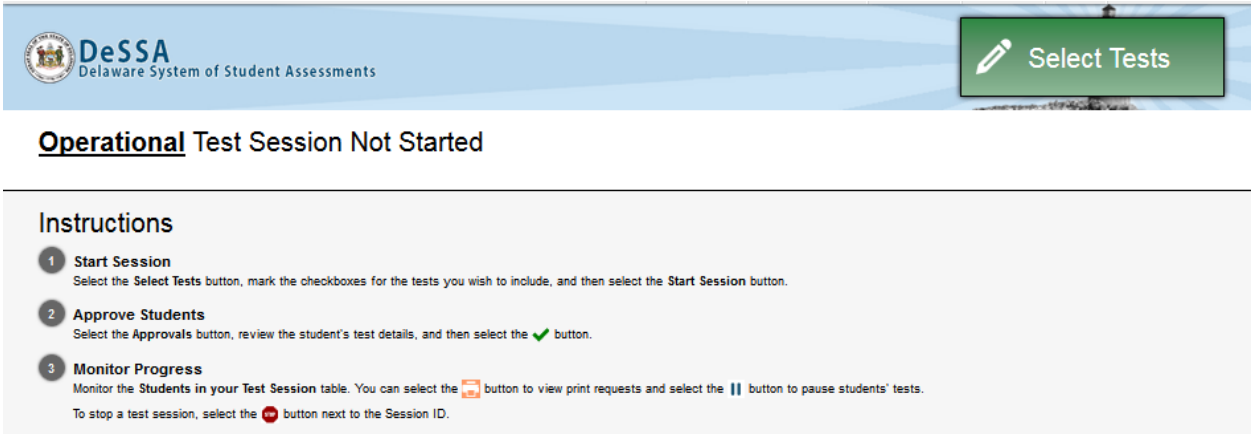
4. Select the Test Administration Card to log in to the TA Interface.



2. The TA creates a test session.

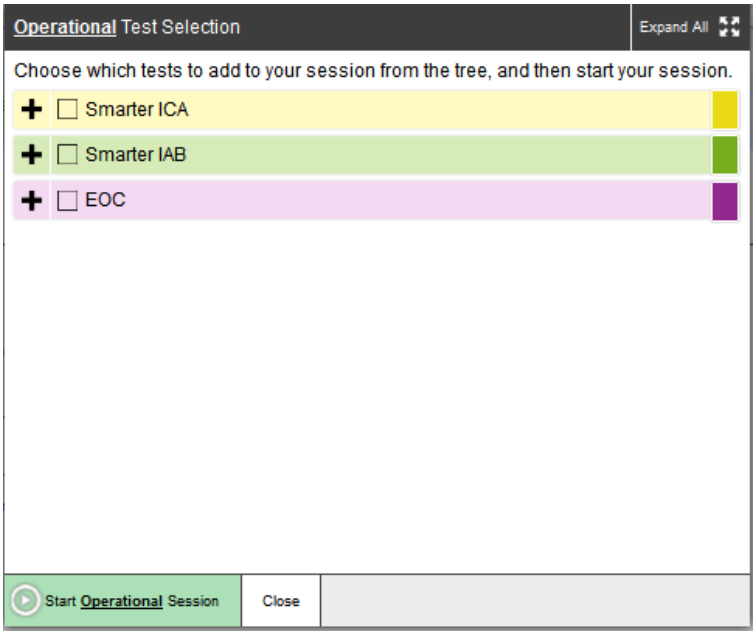
To create a testing session, the TA clicks the [Select Tests] button in the top-right corner of the Test Administration screen to open the Test Selection window.

Figure 9-1. Test Administration Screen


DeSSA
Delaware System of Student Assessments
Select Tests
Operational Test Session Not Started
Instructions
1 Start Session
Select the Select Tests button, mark the checkboxes for the tests you wish to include, and then select the Start Session button.
2 Approve Students
Select the Approvals button, review the student's test details, and then select the button.
3 Monitor Progress
Monitor the Students in your Test Session table. You can select the button to view print requests and select the button to pause students' tests.
To stop a test session, select the button next to the Session ID.

The ***Test Selection*** window (see Figure 9-2) allows you to select tests and start the session. Only the tests that you select will be available to students who join your session.

Figure 9-2. Test Selection Box



The ***Test Selection*** window color-codes tests and groups them into various categories. The following categories are available for the Smarter Assessments:

- Smarter Summative–CAT
- Smarter Summative–Grade (3–5)–ELA Performance Task
- Smarter Summative–Grade (6–11)–ELA Performance Task

- Smarter Summative–Grade (3–5) –Math Performance Task
- Smarter Summative–Grade (6–11)–Math Performance Task
- Smarter Interim Comprehensive–Fixed
- Smarter Interim Comprehensive–Performance Task
- Smarter IAB–Grade (3–5)–ELA
- Smarter IAB–Grade (6–11)–ELA
- Smarter IAB–Grade (3–5)–Math
- Smarter IAB–Grade (6–11)–Math

Grade and subject

A test group may include one or more sub-groups. All test groups and sub-groups appear collapsed by default. To expand a test group, click ✚ (or **Expand All**). To collapse an expanded test group, click ▬ (or **Collapse All**). The TA begins the test session.

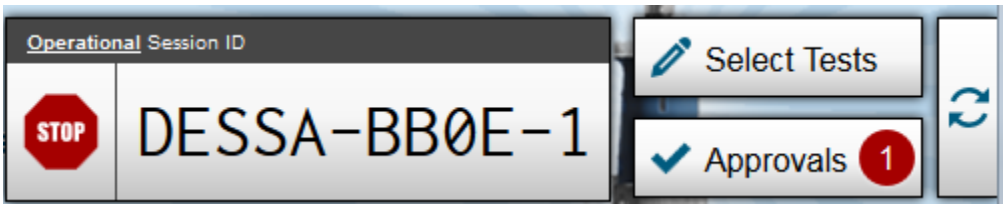
	Note: Students are pre-assigned Performance Tasks.

3. The TA begins the test session.

Select only the grade(s) and contents being assessed. If assessing students with PT, select all grade/content specific. the TA clicks on the green [Start Session] button to begin the test session and generate the session ID that students use to join that test session.

A test session ID will automatically be generated and will appear in the top center of the screen. This session ID will generally have four letters followed by a dash and then a number (for example, DESSA-BB0E-1). Students will need this test session ID to log in to the test.

Figure 9-3: Test Session ID

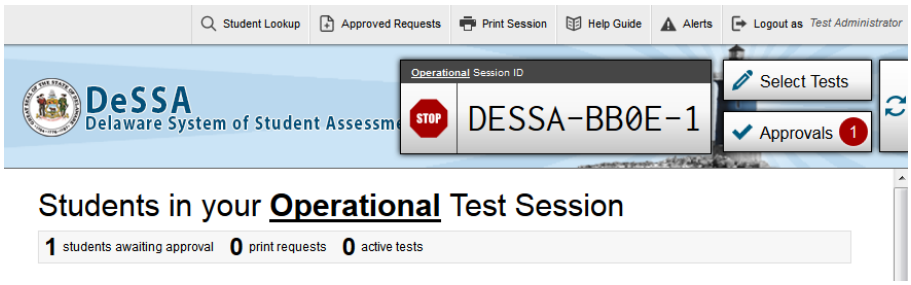


The test session must be created on the day of testing. Students from the same class who take tests at different times or with different TAs will not have the same test session ID.

Appendix I: Coordinator Checklists contains a checklist that will allow you to identify all steps to be completed before starting a testing session. This is a document that can be copied and used when you are administering a student test.

4. The TA informs students of the test session ID.

The system-generated session ID appears in the top-right corner of the screen.



SAY:	Today, you will take the Smarter Balanced [insert name of ELA or mathematics and CAT or PT] test. You will be given a test session ID that is required to start the test. If you need an individual break during the test, raise your hand and wait for my instructions and permission. Once you have logged in, you will have to wait for me to approve the test before you can start. I will be checking that you have correctly entered the test session ID and other information.

5. Give students the Test Session ID.

The test session ID, the SSID, and the student's first name may be provided to students ahead of time on a card or piece of paper to help them type it into the computer accurately. Student information is confidential; therefore, the cards/papers with this information will need to be collected after each test session and securely shredded after testing is complete. The TA will be logged out of the session if there is no activity for 20 minutes by the TA or a student. **The TA should write down the session ID for his or her own records in case he/she gets involuntarily logged out of the system.** Having the session ID will allow the TA to resume the session.

⚠	**Important:** If the ID is not written down or known and the TA tries to log in to the session after being involuntarily logged out of the system, the TA will be logged out for eight hours before he or she is able to start a new session.

TAs may also write the test session ID on a classroom dry-erase board or chalkboard or another place where students can see it. Make sure students know that the test session ID must be entered **exactly** as it is written—it is case sensitive—without extra spaces or characters. Please refer to the Test Administrator User Guide on the DeSSA Portal to become familiar with the Online Testing System.

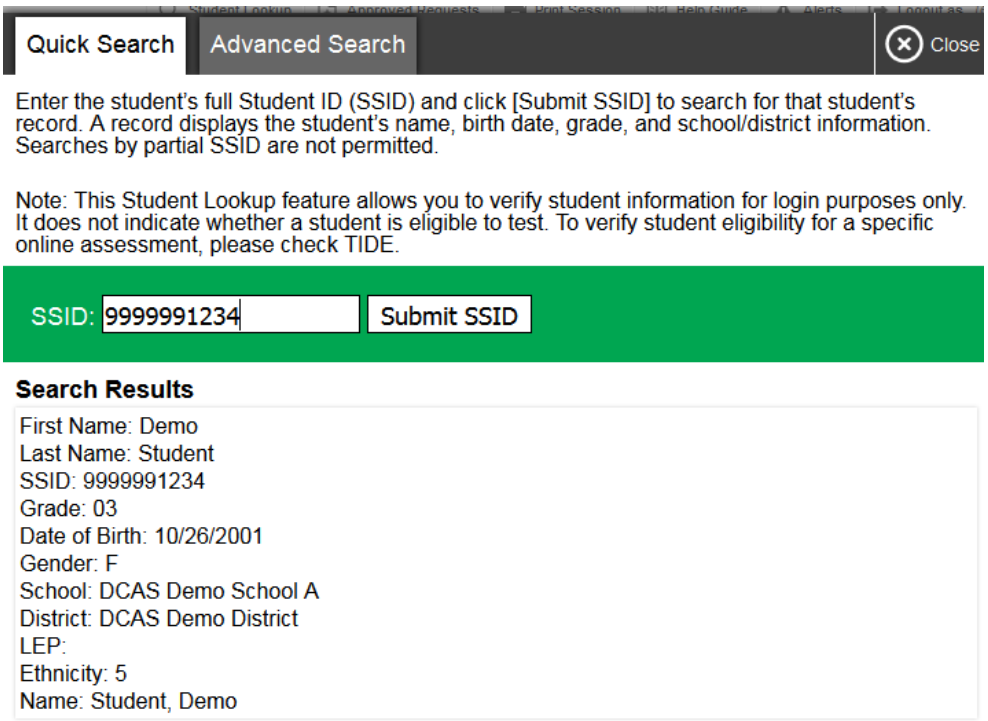
SAY:	Enter your first name and your state abbreviation (for our state this is DE) followed by your SSID number. Then enter the test session ID. *Raise your hand if you cannot see these numbers well enough to type them on your keyboard.* Please do not share your SSID with anyone. This is private information.

> Once you have successfully logged in, you will see a screen with your first name, SSID, school, and grade. If all of the information on your screen is correct, select [Yes] to continue. If any of the information is incorrect, please raise your hand so that you can show me what is wrong.

Make sure all students have successfully entered their information.

The TA should be sure that the students use their legal first names, not nicknames. If a student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID, for example). If the student is still having difficulty, the TA can look up the correct information using the Student Lookup function on the TA Interface or in DeSSA TIDE. TAs may assist students with logging in if necessary.

Figure 9-4: Student Lookup: Quick Search

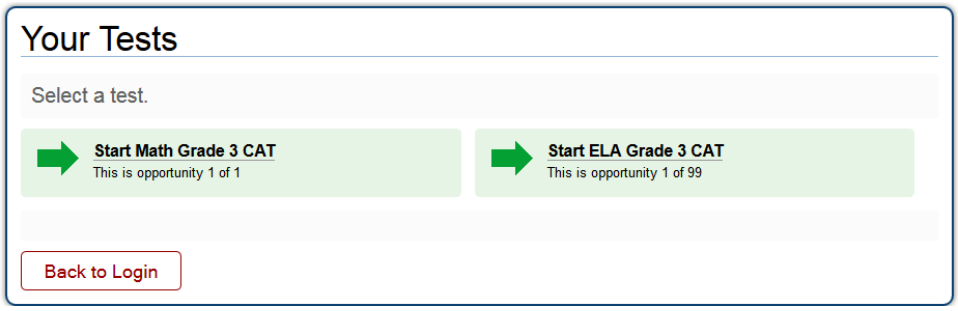

Quick Search
Advanced Search
Close
Enter the student's full Student ID (SSID) and click [Submit SSID] to search for that student's record. A record displays the student's name, birth date, grade, and school/district information. Searches by partial SSID are not permitted.
Note: This Student Lookup feature allows you to verify student information for login purposes only. It does not indicate whether a student is eligible to test. To verify student eligibility for a specific online assessment, please check TIDE.
SSID: 9999991234
Submit SSID
Search Results
First Name: Demo
Last Name: Student
SSID: 9999991234
Grade: 03
Date of Birth: 10/26/2001
Gender: F
School: DCAS Demo School A
District: DCAS Demo District
LEP:
Ethnicity: 5
Name: Student, Demo

6. The TA informs students of the test session in which they are participating.

> SAY: On the next screen, select the test you will be taking today labeled [Insert Name Of Test], e.g., ELA Grade 4 PT, and then click [Start Test]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests.

If TAs are unsure of which content area or test students are participating in during that session, TAs should contact the School Test Coordinator.

Students log in with their first name, SSID, and Session ID. Students will then confirm their identity to verify that they logged in with the correct credentials and select a test. Students may only select from tests for which they are eligible.

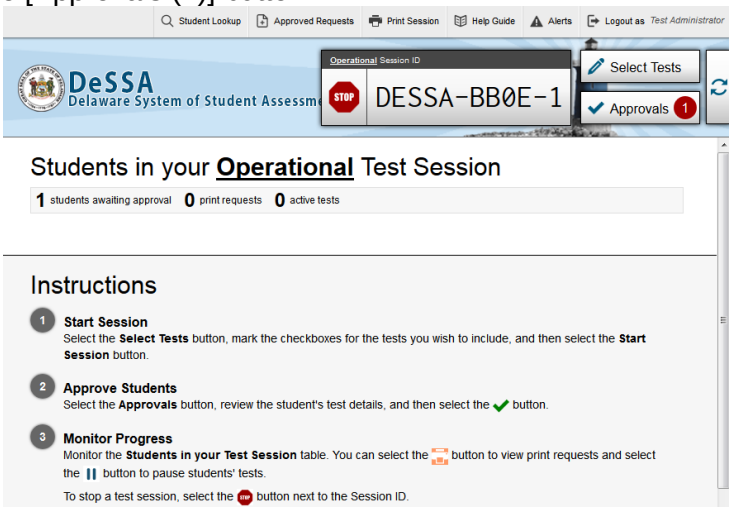

Your Tests
Select a test.
Start Math Grade 3 CAT
This is opportunity 1 of 1
Start ELA Grade 3 CAT
This is opportunity 1 of 99
Back to Login

Students will be able to select from more than one test, for example, a PT and a CAT in both ELA/literacy and mathematics. TAs should direct students to select the appropriate test name based on what the TA is planning to administer at that time—to the content area "ELA" or "Math" and the test type "CAT" or "PT."

7. The TA views and approves students who are waiting for test session approval.

After students have selected a test, the TA verifies that each student selected the appropriate test before approving that student for testing. **It is very important that the TA pays close attention to the test name prior to approving to be sure it is the correct test to be administered at that time.** To do this:

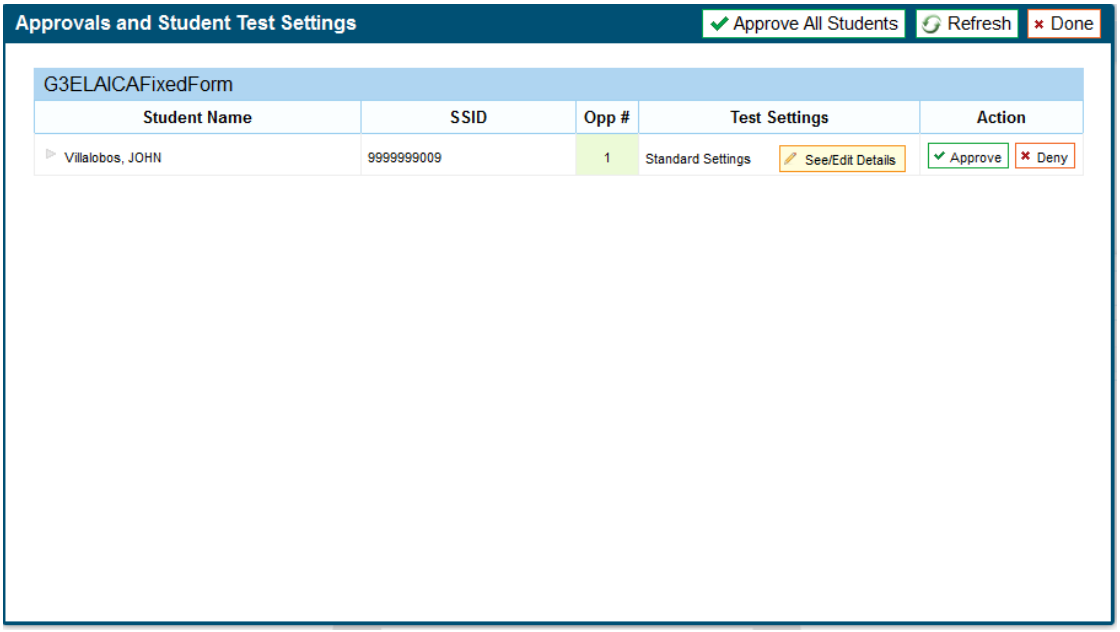
a. Select the [Approvals (#)] button.


Student Lookup
Approved Requests
Print Session
Help Guide
Alerts
Logout as Test Administrator
DeSSA
Delaware System of Student Assessm
Operational Session ID
DESSA-BB0E-1
Select Tests
Approvals 1
Students in your Operational Test Session
1 students awaiting approval
0 print requests
0 active tests
Instructions
1 Start Session
Select the Select Tests button, mark the checkboxes for the tests you wish to include, and then select the Start Session button.
2 Approve Students
Select the Approvals button, review the student's test details, and then select the button.
3 Monitor Progress
Monitor the Students in your Test Session table. You can select the button to view print requests and select the button to pause students' tests.
To stop a test session, select the button next to the Session ID.

b. A new window that shows a list of students, organized by test name, has opened. The TA should review the list to ensure that students are taking the correct content area (ELA or mathematics) and type of assessment (CAT or PT).

c. If a student selected a test other than the one the TA plans to administer that day, e.g., selected a PT instead of a CAT or selected mathematics instead of ELA, the TA must deny the student entry to the test session. The student may then log in again and select the correct test.

d. When the correct test is selected, the TA clicks [Approve] or [Approve All Students].



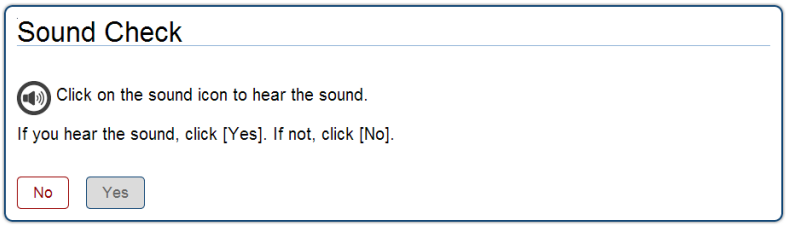
In addition to test names, it is very important that the TA verify all the setting(s) that the student should have. If the student's settings are incorrect, do *not* approve that student to move forward with testing. The TA will need to work directly with an STC or a DTC to get these settings corrected in DeSSA TIDE before approving the student to begin testing. It is important to ensure these settings are correct before the student begins testing to avoid the need for having to reset the test for the student later.

> SAY: After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select [Yes, Start My Test]. If any of it is incorrect, please raise your hand, and I will be with you shortly.

Each student will be logging in at a different time. The TA should monitor the sessions and log in all students who are currently ready before assisting any students who are having problems.

If students will be taking an ELA assessment during the test session, read the next blue box so the students will know how to verify that their headsets are working properly.

> SAY: ***(Only for ELA test)*** Next you should see a screen that prompts you to verify that the audio on your computer is working. Put your headsets on and select the [Click On The Sound Icon To Hear The Sound] icon. If you hear the chime, select [Yes]. If not, raise your hand, and I will be with you shortly.



If the student's volume is not working, troubleshoot basic steps such as being sure the headsets are fully plugged in, that mute is not inadvertently selected, and that the audio is turned up. If the student is still experiencing issues, contact your School Technology Coordinator or help desk.

SAY: Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the [Help] button in the top right corner.

You must answer each question on the screen before going on to the next question. During the test, you may see a page with no test questions. Follow the directions on the page to continue taking the test.

If you are unsure of an answer, provide what you think is the best answer; there is no penalty for guessing. If you would like to review that answer at a later time, mark the item for review by clicking the box next to the flag in the upper-right corner of the screen before going on to the next question. Flagging the item will remind you to go back and decide whether you need to change the answer during this test segment.

You may pause at any point in the test by clicking [Pause] rather than [Next] after answering an item. [The following statement applies only to the CAT.] The [Pause] button is used to stop the test. Note that pausing for more than 20 minutes will prevent you from changing any answer on previous pages of the test. Please raise your hand if you need a break and ask me prior to clicking [Pause].

Your answers need to be your own work. Please keep your eyes on your own test and remember that there should be no talking.

Please keep in mind that this test is divided into segments. When you get to the end of each segment, you will be prompted to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to the previous segment.

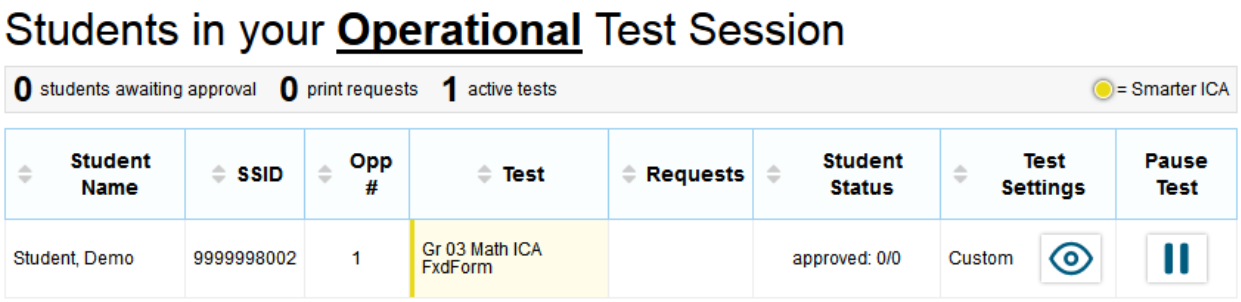
When you are ready to begin your test, click [Begin Test Now] at the bottom of the page.

Note: For the CAT portion of the test, after a pause, the student's test can be resumed at any time within the testing window up to 45 days from the start date. For the PT, there is no pause limit, but the test expires 10 days after the start. See Section 6.3 Testing Time and Recommended Order of Administration for recommended testing.

8. The TA monitors student progress.

Monitoring Test Selection

It is very important that TAs monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area and type of assessment (CAT or PT). The TA monitors the test each student is taking by referring to the Students in Your Test Session table in the TA Interface.



In the event a student is taking an incorrect assessment, the TA can pause the student's test. The TA should then instruct the student to log out and log in again to select the correct test.

In the rare event that a student starts a test unintentionally, e.g., selected a PT instead of a CAT or selected mathematics instead of ELA, the test's expiration timeline will be activated. If a student is unable to return to and complete the test before it expires in 10 days for a PT or 45 days for the CAT, the TA will need to submit an appeal via the DeSSA SysAID to reopen the assessment.

Monitoring Test Progress

Once students have started their tests, the TA should circulate through the room to ensure that all conditions of test security are maintained. If the TA witnesses or suspects the possibility of a test security incident, the STC and DTC should be contacted immediately in accordance with the security guidance provided in this manual.

The TA may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores but will let the TA see how many items have been delivered to each student, e.g., question 24 of 40.

While the TA Interface is designed to automatically refresh every minute, the TA can manually refresh at any time by clicking the [Refresh Now] button at the top left of the page. Do NOT click the web browser's refresh button.

If the TA notices that a student is off task, the TA may say the following statement to the student, verbatim, to keep him or her focused.

> SAY: It is important that you do your best. Do you need to pause the test and take a break?

If a student asks for assistance either in answering an item or manipulating an item type, the TA should gently instruct the student to review the tutorial for help and let the student know that he

or she should try his or her best but that the TA cannot help answer an item. The TA may remind the student to reread the instructions for that item.

SAY:	I can't help with the test. Try to do your best.

Allowing students to practice on the Training Test and Practice Test before testing is strongly encouraged and allows them the opportunity to have exposure to all the item types.

IMPORTANT:

- If the TA is using the TA Interface and navigates to DeSSA TIDE or the TA Practice or Training Site, the session will stop, and all students in the session will be logged out. The session cannot be resumed. A new session will have to be created, and the students will have to log in to the new session to resume testing. When starting a new session, give the new Session ID to the students so they can log in and resume testing.
- If the TA Interface or TA training site browser is accidentally closed while students are still testing, the session will remain open until it times out after 20 minutes. The TA can open the browser and navigate back to the TA Interface. The TA will be prompted to enter the active Session ID.
- As a security measure, TAs are automatically logged out of the TA Interface after 20 minutes of TA user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the TA will have to create a new session, and the students will have to log in to the new session to resume testing. When starting a new session, the TA should give the students the new Session ID so that they can log in and resume testing.

8. TA ends the test session and logs out of the Test Administrator Site.

When there are approximately five minutes left in the test session, the TA should give students a brief warning.

SAY:	We are nearing the end of this testing period. Please review any completed or marked items now. If you have not finished, you will have the chance to finish the test at another time. Do not submit your test unless you are done answering questions.

After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student or to end the test. Tests can no longer be paused after the last item has been presented.

After answering the last question, students must end their test. If students would like to review their answers before ending their test, they do so by clicking [Review My Answers] and then [Submit Test] once they are done reviewing. Once a student clicks [Submit Test], the student will not be able to review answers.

SAY:	This test session is now over. If you have not finished, click [Pause], and you will be able to finish at another time. If you have finished, click [Submit Test]. I will now collect any scratch paper or other materials.

TAs should collect any scratch paper and then click [Stop Session] to end the test session and pause any student tests in the session that are still in progress. When finished, TAs can log out of the TA Interface by clicking the [Logout] button at the top right.

9.2 Testing Over Multiple Sessions or Days

For some tests, particularly the PTs, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. Smarter Balanced recommends that the ELA PT be administered in two sessions corresponding with Part 1 and Part 2 of the PT. Students can be provided with breaks within each part; however, once a student moves on to Part 2, he or she will not be able to review or revise items in Part 1. For this reason, it is recommended that students complete Part 1 in one test session, and Part 2 would ideally be delivered the next school day. For the mathematics PT, Smarter Balanced recommends that it be administered in one session of 40 to 120 minutes.

If the TA intends to administer the test over the course of multiple days for a student or group of students, TAs may ask that all students pause after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the TA should give the students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA PT might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the section.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. When instructing the students to log in, TAs should read the non-italicized sections of the general script to the students from the beginning in Section 8.0 Prior to Test Administration.

A summary of recommendations for the number of sessions and session durations is in Section 6.3 Testing Time and Recommended Order of Administration.

9.3 Sensitive Responses

9.3.1 Taking Appropriate Action With Student Responses or Student Actions That Cause Concern

Throughout the test administration process, student safety is always the primary consideration.

During testing, TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that TAs will encounter student responses to test questions or notes on scratch paper that necessitate some action to ensure student safety.

Smarter Balanced security protocols make it clear that TAs are not permitted to review student responses in the testing interface or student notes on scratch paper. However, during or after the Smarter assessment, a TA might unexpectedly encounter a student response that raises sufficient concern to warrant adult action. Topics that may require the TA to take action include, but are not limited to, student references to:

1. Suicide
2. Criminal activity
3. Alcohol or drug use

4. Extreme depression
5. Extreme violence
6. Sexual assault or physical abuse
7. Self-harm or intent to harm others
8. Neglect

Collecting Information

Prior to test administration, each TA should have a thorough understanding of school, district, and/or state policy regarding documentation of student actions or concerning responses during a secure test event. The TA should document as much information as possible in accordance with school, district, and/or state policy. Please refer to the DeSSA Test Security Manual.

Escalating Information

Should the TA encounter a sensitive situation while supervising the test session, the TA should immediately escalate this concern in accordance with school, district, and/or state policies and procedures.

10.0 Following Test Administration

10.1 Destroying Test Materials

Important: Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student's personally identifiable information. Any printed materials must be securely stored and then shredded.

As a reminder, unless using scratch paper during the performance task (PT), those test materials identified in the DeSSA Test Security Manual must be securely shredded immediately following each test session and may not be retained from one test session to the next. Scratch paper used during the PT should be handled according to the guidance provided in the DeSSA Test Security Manual.

10.2 Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents are reported in accordance with the guidelines in the DeSSA Test Security Manual.

Appendix A:
List of Abbreviations and Acronyms

Appendix A: List of Abbreviations and Acronyms

A

AIR	American Institutes for Research
ASL	American Sign Language

C

CAT	Computer Adaptive Test
CCSS	Common Core State Standards
CDAP	Consortium Discipline Alternative Program

D

DA	District Administrator
DAPI	Delaware Adolescent Program, Inc.
DDOE	Delaware Department of Education
DELSIS	Delaware Student Information System
DeSSA	Delaware System of Student Assessments
DSCYF	Department of Services for Children, Youth and their Families
DTC	District Test Coordinator

E

ELA	English Language Arts
ELL	English Language Learner

I

IAB	Interim Assessment Blocks
ICA	Interim Comprehensive Assessment
IEP	Individual Education Plan
IMS	Identify Management System

L

LEA	Local Education Agency

O

ORS	Online Reporting System

P

PT	Performance Task

S

STC	School Test Coordinator
SSID	Statewide Student Identifier

SWD	Student With Disability

T

TA	Test Administrator
TAM	Test Administration Manual
TIDE	Test Information Distribution Engine
TTS	Text to Speech

Appendix B:
Frequently Used Terms

Appendix B: Frequently Used Terms

Table B-1 defines terms that are specific to the Smarter assessment.

Table B-1: Frequently Used Terms

Term	Definition
Accommodation	Changes in procedures or materials that increase equitable access during the Smarter assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individual Education Plans (IEPs) or Section 504 Plans. Consortium-approved accommodations do not compromise the construct, grade-level standard, or intended outcome of the assessment. See the Accessibility Guidelines for DeSSA at http://de.portal.airast.org/ for complete information.
Accommodations Manager	The District/School Accommodations Manager is responsible for entering the accommodations and designated supports into the TIDE interface.
DeSSA Test Information Distribution Engine (TIDE)	The DeSSA TIDE system is used by all DeSSA applications to track users, student accommodations, and assessments being administered in the State of Delaware. Student demographic data is transferred to DeSSA TIDE on a daily basis for processing and updating. Accommodations and designated supports are set in the TIDE interface by the Accommodations Manager. See the DeSSA TIDE User Guide on the DeSSA Portal for complete information.
Appeals	Authorized users may submit and view requests for invalidating, resetting, reopening, or restoring students' tests in accordance with state policy into the Assessment Request System. These requests must result from a test security incident or incorrect test setting that impacted testing. All requests must be approved by a state education agency representative.
Break	There is no limit on the number of breaks or the length of a break that a student might be given according to his or her unique needs. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. For a performance task (PT), the student can break for any amount of time and still return to any previously answered item within the PT current segment only.
Classroom Activity	A short, teacher-led activity designed to introduce students to the context and contextual vocabulary in the PT to ensure that students are not disadvantaged in demonstrating the skills the task intends to assess. A Test Administrator or other authorized staff can lead the classroom activity. An applicable classroom activity is required before the performance task portion of the test. The performance task should be administered within three days after the classroom activity. The classroom activity should not be supplemented with any other content because doing so may detract from the intended purpose of the classroom activity.
Computer Adaptive Test (CAT)	Based on student responses, the computer program selects the difficulty of items throughout the assessment. By adapting the set of

Term	Definition
	items tailored individually to the student as the assessment is taking place, these assessments quickly identify which skills students have mastered and which need additional development.
Designated Supports	Accessibility features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). See the DeSSA Guidelines for complete information on the DeSSA Portal. Designated Supports information is entered through the TIDE interface. See the DeSSA TIDE User Guide on the DeSSA Portal for complete information.
District Test Coordinator (DTC)	District-level staff member who is responsible for the overall administration of the summative test in a district. DTCs should ensure that the School Test Coordinators (STCs) and Test Administrators (TAs) in their districts are appropriately trained and aware of policies and procedures. In the event there is no DTC, another designated individual will be assigned these responsibilities by the state.
Full-Write	A component of the ELA performance task that requires the student to develop an informative/explanatory, narrative, or opinion/ argumentative multi-paragraph piece of writing for which he or she engages in the full writing process.
Invalidation	A specific appeal in the Assessment Request System. Invalidating a test in the Appeals system results in the omission of test results and student responses from the testing and accountability systems. Invalidation is often the outcome for tests impacted by a test security incident. Permission for an invalidation is initiated through the Appeals process in DeSSA TIDE. See the DeSSA TIDE User Guide for more information on the Appeals process.
Pause	Action taken by a student or TA to temporarily halt the test during any part of the test as needed. Pauses of more than 20 minutes in the CAT component of the test will prevent the student from returning to items already attempted. For a PT, the student can pause for any amount of time and still return to any previously answered item within the PT's current segment only. More information on test pausing is available in Section 6.2 General Rules of Online Testing
Performance Task (PT)	A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test. Prior to the PT, teachers or instructional staff conduct a classroom activity for all students in the class to ensure that a lack of understanding of the context of the task does not interfere with a student's ability to address the content of the task.
Reopen	A specific appeal in the Appeals system. It applies to a test that has already been submitted or has expired and allows the student to access the previously closed test. For example, a test may be reopened if a student started a test and became ill and was unable to resume testing until after the testing opportunity expired. Permission for a reopen is initiated through SysAID in DeSSA to reopen assessment.

Term	Definition
Reset	A specific appeal in the Appeals system. Resetting a student's test removes that test from the system and enables the student to start a new test. Any work previously done on the test would be lost. Valid reasons for a reset would be if a student's test event was administered inconsistently with the student's IEP (this would include both embedded and non-embedded accommodations) or if the student started a test and did not have a needed language support (such as a language glossary). Permission for a reset is initiated through SysAID to reset the assessment.
Restore	A specific appeal in the Appeals system. Restore a test from the "Reset" status to its prior status. This action can only be performed on tests that have been reset. A test opportunity can be restored if it was reset in error. For example, if a test reset was requested for a mathematics test instead of an ELA test, then that mathematics test can be restored to its previous status. Permission for a restore is initiated through SysAID to restore the assessment.
School Test Coordinator (STC)	School staff member responsible for monitoring the test schedule, process, and TAs. STCs are also responsible for ensuring that TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Smarter Balanced Assessment Consortium.
Secure Browser	A web browser that is downloaded and installed on a computer prior to a student beginning the test. The browser is specifically designed for use with the Smarter assessment to provide secure access to the test and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during the assessment.
Segment	A part of a test within the test delivery system. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments—one segment that allows calculator use and another segment that does not). When a student completes a segment of the test, he or she will receive a message that indicates that once that segment is submitted it is no longer possible to return to that segment.
Session	A timeframe in which students actively test in a single sitting. The length of a test session is determined by building or district administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. Smarter Balanced recommends that session durations range between 40 and 120 minutes. However, Smarter assessments are not timed and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session. Though a session is most often set up by an administrator in the TA Interface, the performance task includes a classroom activity, which does not require students to be logged in to the test delivery system but may be administered as an independent session. Smarter Balanced recommends the CAT portion of the ELA and mathematics tests be administered in at least two sessions. **Note**: A test session does not need to end when a segment ends.

Term	Definition
Statewide Student Identifier (SSID)	A statewide unique student identifier, as assigned for use in DeSSA TIDE, assigned to each student by his or her state education agency for the purpose of the Smarter assessment. In some cases, this *may* be the same identifier used on other state assessments.
Stimulus/Stimuli	Material or materials used in the test context that form the basis for assessing the knowledge and skills of students. Many items/tasks for assessment include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing the knowledge and skills of students and are diverse. They can be traditional reading passages/texts but viewed on a computer screen, audio presentations with images for students to listen to, simulated web pages for students to use for research, or scenarios to react to.
Test Administrator (TA)	District or school personnel responsible for administering the Smarter assessment in a secure manner in compliance with the policies and procedures outlined in this document.
Testing Breach	A security event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported immediately to the state level. For specific details on how to proceed when an incident has occurred, please refer to the DeSSA Test Security Manual.
Testing Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. For specific details on how to proceed when an incident has occurred, please refer to the DeSSA Test Security Manual.
Testing Irregularity	An unusual circumstance that impacts an individual or group of students who is testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level but submitted in the online system for resolution of the Appeal for testing impact. For specific details on how to proceed when an incident has occurred, please refer to the DeSSA Test Security Manual.
Universal Tools	Available to all students based on student preference and selection. See the Accessibility Guidelines for DeSSA at http://de.portal.airast.org/ for complete information.

Appendix C:
What to Do When Guide

Appendix C: What to Do When Guide

Before Testing

Description	What to Do
1. A student is chronically truant.	Do not submit incident report. No exemptions will be granted.
2. A student is present at school but refuses to take the test any time during the testing window.	Submit an incident report in SysAID for the individual student for the affected tests.
3. A student has a health concern, and a medical professional caring for the student has provided a letter stating that the student should not test due to the medical condition. The doctor cannot be required to provide any medical details due to HIPAA law.	Submit a request for an exemption in SysAID. Keep letter from the doctor on file at the district office.
4. A student is not showing for the school in which he/she is currently enrolled.	Review DELSIS 2.0 and eSchool. If the student is correct in these applications, submit a ticket in SysAID to your STC and submission to DDOE for review.
5. A student does not show correct accommodations or supports in DeSSA TIDE. Test has not yet been started.	Contact the District or School Accommodations Manager to update the accommodations and supports in TIDE. Make sure accommodations are correct before student begins a test.
6. There is a death in the family before or during the testing window.	Determine whether the child can be tested at the end of the testing window—if that will not be feasible, submit an exemption request.
7. A student is in a DSCYF juvenile detention facility.	Do not submit an exemption request. Make sure student has a home school record associated with your district and the student has been enrolled at detention facility.
8. A student is in a court-ordered private placement in state.	Submit a request for an exemption in SysAID. Keep letter from facility on file in district office. If the student does return to your school/district, he or she must be given the opportunity to test.
9. A student is in a court-ordered private placement out of state.	Submit a request for an exemption in SysAID. Keep letter from facility on file in district office. If the student does return to your school/district, he or she must be given the opportunity to test.
10. A student is in DAPI or Consortium Discipline Alternative Program (CDAP).	Student will be tested at current CDAP facility. Make sure student has home school record and the CDAP facility has entered the student record for its facility.
11. A student is in an adult prison.	Submit a request for exemption in SysAID.
12. A student who wears glasses or takes medication on a daily basis is without them on testing day.	Postpone testing for student and have student take test at a later time in the testing window.
13. A student qualifies for English as a Second Language (ESL) services, but the student's parent/guardian/caregiver has withdrawn him or her from ESL services. Can this student have designated supports? Can this student qualify for an exemption in the ELA/literacy assessment?	If a student meets the criteria to be identified as an ELL and receives ESL services, a student may receive ELL designated supports even if parent/guardian/caregiver has withdrawn the student from ESL services. Please see the Guidelines for Inclusions for ELL Students to determine whether a student can be excluded from the ELA/literacy assessment.

During Testing

Description	What to Do
1. A student becomes sick during testing.	Pause student test and allow student to return during make-up session(s) to finish test. Request a reopen if student test expires due to illness.
2. A student is removed from test session due to student misbehavior.	Pause student test and allow student to return during make-up session(s) to finish test.
3. A student is given a test accommodation or support that is not in his or her IEP/504 plan/intervention plan.	Submit an incident report in SysAID indicating name(s) and ID numbers of students involved. Indicate which accommodations and supports were incorrectly provided. The student(s) will be reset only if they meet the new reset criteria.
4. A student starts a test without all of his/her accommodations or supports available on the test.	Pause the student's test. Contact the District or School Accommodations Manager to update the accommodations or supports in TIDE. (If the change is to Language [Braille, Spanish], Permissive Mode, closed captioning, or ASL, you must also request a reset from DOE via SysAID.) Once changes are in place, re-launch the student's test.
5. A testing behavior violation occurs.	Report incident to the DTC. DTC will report the incident to the Office of Assessment according to the procedures in the Security Manual. The STC or DTC should submit an online incident report in SysAID.
6. A student is cheating.	Submit an incident report in SysAID. Enforce district policies for student misconduct.
7. It is identified that a student who has test accommodations has not been provided one or more of these accommodations or supports during a test session. Student's test status is "reported."	Submit an incident report in SysAID. Contact the District or School Accommodations manager to update the accommodations and supports in TIDE. Make sure the student is provided with appropriate accommodations and supports for any remaining test sessions.
8. A student moves out of the school before all test sessions are completed.	Student can complete testing in new district if moving within the state—no action is necessary.
9. The building experiences a fire drill, emergency situation, or extended power outage.	The TA should ensure student safety and pause the test if time permits. Testing should be continued when order is restored if time permits. If not, a new test session must be scheduled to give the students sufficient time to complete the test. If students must pause tests without checking their answers, you may request a Grace Period Extension for affected students so they may access items answered during the affected test session.
10. The building experiences a fire drill, emergency situation, or extended power outage or computer issue, and students are unable to return to review tests before the pause time expires.	If the students were unable to access their tests before the pause rule expired, submit an incident report in SysAID identifying all students affected and request a re-open. See examples below.
11. Student changes schools but has already completed a PT. At the new school they show up as incomplete on the new school's PT (because it is a different PT than the one they took).	Do not administer a second Math or ELA PT to the student. The student does not need to take more than one ELA PT or Math PT. If student's PT status is "paused" when they change schools, they can finish the PT that they have started—no need to start another PT.

Appendix D:
What to Do After Testing for Students

Appendix D: What to Do After Testing for Students

After Testing

When administering an untimed test, students will finish at different times. What students are allowed to do while other students finish is a dilemma. Here is DDOE's list of recommended, suggested, and prohibited activities. This list is not complete. If you have doubts about the appropriateness of an activity, contact Carolyn Lazar at carolyn.lazar@doe.k12.de.us.

Activity	Status	Rationale
Leave the testing room and report back to regularly scheduled activity	Recommended	Student instructional time is not wasted
Leave the testing room and report to pre-designated, monitored holding area, with or without a scheduled activity	Suggested	Students are engaged
Sit quietly in their seats	Allowed	This will be conducive to a quiet testing environment for others but will be difficult for many students
Read a preapproved book or preassigned material not related to the tested subject	Suggested	Quiet, not a major security risk
Write in a journal, diary, or on any paper	Prohibited	Security risk that students may transmit item content
Listen to music on their iPod, etc.	Prohibited	Electronic devices are not allowed in the testing room
Use their cell phone	Prohibited	Electronic devices are not allowed in the testing room
Play video games on the computer	Prohibited	Too distracting to other students
Use the computer to research answers to questions they missed	Prohibited	Security risk with other students still testing
Use the computer to communicate	Prohibited	Security risk that students may transmit item content
Use the computer for any other reason	Not recommended	Too difficult to monitor
Talk or signal to other students	Prohibited	Too distracting to other students and security risk
Move about the testing room	Prohibited	Too distracting to other students

Appendix E: Accessibility Guidelines for Classroom Activities

Appendix E: Accessibility Guidelines for Classroom Activities

Students with disabilities (SWDs) are allowed to have accommodations, and English language learners (ELLs) should have access to language supports that they regularly use during classroom instruction. The information noted in Table E-1, which begins on the next page, provides teachers with options that may be implemented during the activity as needed for students to have appropriate access to the information included in the classroom activity.

Overall strategies for the classroom activity are as follows:

- Teachers may employ the same strategies for the classroom activity that they use during instruction to attend to the diversity of their individual student needs.
- Teachers can employ formative practices and professional judgment to determine whether individual students require additional support or scaffolding to meet the objectives of the classroom activity.
- Teachers can read and re-read aloud any text included in the classroom activity.
- Teachers may employ assistive technologies that are typically available during instruction.
- The additional supports and strategies described in the table below may be made available to any student based on the student's individual needs and are not limited to particular impairments or to students who have IEPs or 504 plans.
- Teachers may adjust any classroom activity to allow for different instructional settings (e.g., individual student make-up activity, remote learning environment).
- Teachers may employ more than one suggested strategy listed in the table below to meet student needs.
- These strategies are not mutually exclusive.

Table E-1: Classroom Activity Guidance for Needs-Specific Accessibility Options

Student Need	Guidance for Accessibility (Student IEP and 504 Plans Supersede These Guidelines)
Visual Impairments	• Reading Materials: All materials that are required to be read by a student may be read aloud to the student. • Pictures, Figures, Drawings, and Photographs: Descriptions may be read to students. In addition, teachers can provide students with further explanation of the descriptions. These explanations may clarify the description without adding additional content. • Graphs: Further descriptions or repetition of descriptions may be necessary for a student. These explanations may clarify the description without adding additional content. • Venn Diagrams: Venn diagrams may be described to the student. In addition, a teacher may use a different chart, diagram format, or graphic organizer.
Reading Impairments	• Reading Materials: All materials that are required to be read by students may be read aloud to the student. • Writing Activities: All activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.
Physical Impairments	• Kinesthetic Activities: If a student cannot participate in a kinesthetic activity, the student may be asked to describe the activity orally. • Activities Requiring Movement: Tasks such as moving around the room or coming up to the board can be modified to allow the teacher or other students to interact with the student or allow the student to respond orally. • Writing Activities: If helpful to a student, all activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.
Hearing Impairments	• Activities Requiring Listening: Listening activities may be presented in sign language. For activities that require students to describe sounds, such as those from a thunderstorm, a sound may be described by the student as how it feels and looks. • Activities Requiring Oral Responses: Oral responses may be provided via sign language or in writing.
Expressive Language Impairments	• Activities Requiring Oral Responses: Oral responses may be provided in writing, using a communication device or any other means that the student uses to communicate.
English Language Learners	• Reading Materials: All materials that are required to be read by students may be read aloud to the student. • Writing Activities: All activities that require the student to write may allow for an oral response. • Visual Supports: If helpful to a student, vocabulary and key contextual topics may be supplemented with visual supports. • Flexible Grouping: Teachers may administer the classroom activity in flexible groups based on English language proficiency. • Activities Requiring Oral Responses: Oral responses may be provided in writing. • Students may use an English, a non-English, and a bilingual dictionary and thesaurus as needed.

Student Need	Guidance for Accessibility (Student IEP and 504 Plans Supersede These Guidelines)
Separate Setting	• Group activities may be tailored to occur between a single student and his or her educator where the educator and student share discussion and work. • Activities between student(s) and an educator may be conducted online or via a telephone connection. • All student-facing information included in a classroom activity should be presented to students working in a separate setting.

Additional Administration Recommendations

- For the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.
- Minimize the amount of time between beginning and completing each test within a content area.

Important reminders:

1. The number of items will vary on the CAT portion of each student's test.
2. The tests are not timed, so all time estimates are approximate.
3. Students should be allowed extra time if they need it, but test administrators need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
4. The test can be spread out over multiple days as needed.
5. The classroom activity must be completed prior to administration of the PT. Inadvertently administering the PT before the classroom activity is considered a testing irregularity.

Appendix F:
Resources and Practices Comparison Crosswalk

Appendix F: Resources and Practices Comparison Crosswalk

Smarter Balanced is committed to providing mathematics and English language arts/literacy assessments that are accessible to all students. The Smarter assessments are accessible via a suite of resources (universal tools, designated supports, and accommodations) available locally or directly in the test platform. Although many resources, particularly those embedded in the system, may appear new, many of the resources are similar to those used commonly during classroom instruction.

To help states identify similarities between the assessment resources and classroom practices, Smarter Balanced has developed a Resources and Practices Comparison Crosswalk, refer to Table F-1. The Crosswalk lists the resources that are currently included in the Guidelines document and assists educators and decision makers by providing a description of both the resource and its classroom equivalent.

Table F-1: Resources and Practices Comparison Crosswalk

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Description
1.	Breaks	The number of items per session can be flexibly defined based on the student's need.	Breaks	Students pace themselves while completing work. Students may move about the classroom or take a short break outside to refocus.
2.	Color Contrast	Enables students to adjust screen or printed background or font color, based on student needs or preferences.	Color coding (Varied printing color and paper color)	Students have instructional materials that have different font or background paper color(s). Students can use one color for a main idea and another color for details when outlining or taking notes.
3.	Color Overlays	Color transparencies are placed over a paper-based assessment.	Color overlays	Color transparencies are placed over a paper-based assessment.
4.	Digital Notepad Global Notes Scratch Paper	These tools are used for making notes, computations, or responses about an item or performance task.	AVID Style Notes, brainstorming ideas, writing down connections, scratch paper, whiteboards, or notepaper	Strategies that allow students to create notes or work on computations. Students may create two-column notes to record main ideas and to make connections with previous knowledge or ask questions. Students can organize ideas by listing all ideas for each topic and then prioritize.
5.	Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color.	Highlighter	A digital or physical tool for marking desired text with a color. Students use highlighters to distinguish useful/meaningful text when completing an assignment. Students can denote main ideas, supporting details, and conclusion.

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Description
6.	Keyboard Navigation	Navigation throughout text can be accomplished by using a keyboard.	Students apply keyboarding skills using knowledge/skill of software	Students use classroom software programs such as Accelerated Reader, Interactive Math, Rosetta Stone, or EDMODO to complete classroom assignments and make use of keyboarding skills in doing so.
7.	Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.	Large-print texts or use of magnifying devices during instruction	Visually impaired students are provided large-print versions of state textbooks to enable access to curriculum. Students use computer screen enlargement to work in teams.
8.	Mark for Review	Allows students to flag items for future review during the assessment.	Circle, star, or check (✓) the item numbers of problems or questions that have not been answered	Circling, starring, or placing a checkmark by an item about which a student is unsure enables the student to proceed to the next item. Students may also use paper sticky flags to notate areas for review or rereading. Students can also circle steps within a math problem to revisit or ask questions.
9.	Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.	Use of white space on documents Masking device	During instruction, students use a masking device that covers up sections of text before/after they read it to maintain visual attention. Teachers create a clean document for students to work from that is not too "busy" or crowded with distracting information. Students use paper to block test questions, to decrease distractions. Teachers block off text on classroom boards or overhead projectors to focus students on topics during whole-group discussions.

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Description
10.	Spell Check	Writing tool for checking the spelling of words in student-generated responses.	Proofreading	Students proofread other students' work using a dictionary. Teachers proofread student work and have students make specific corrections. Students use rubrics to evaluate their own work, including checking for spelling, grammar, or content.
			Automated spell-check device	Students use an automated spell-check device during instruction.
11.	Strikethrough	Allows users to cross out answer options.	Process of elimination	Students cross out the answers to multiple-choice items that are obviously wrong. Students cross out incorrect words in sentences.
12.	Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen.	Large-print texts	Students receive large-print copies of state textbooks, or other text, to enable access to curriculum. Students have access to enlarged math problems to make sure all steps are completed.
13.	Bilingual Dictionary	A bilingual/dual-language word-to-word dictionary is a language support.	Bilingual/dual-language paper dictionaries	Students use electronic or paper bilingual/dual-language dictionaries to look up word meanings during instruction.
14.	English Dictionary	An embedded English dictionary will be available for the full-write portion of an ELA/literacy performance task. A non-embedded English dictionary may be available for the same portion of the test.	Electronic or paper English dictionary	Students use an electronic or paper English dictionary to look up word meanings.

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Description
15.	English Glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English.	Identify useful text features for understanding new vocabulary	Students utilize embedded definitions in textbooks; definitions in footnotes, margins, photos, charts, and illustrations; and glossaries in the rear of textbooks to clarify word meanings.
			English glossaries (instructional materials)	Students use glossaries of terms in their textbooks or instructional materials.
16.	Stacked Translations	Stacked translations provide the full translation of each test item above the original item in English.	Bilingual glossaries	Students utilize bilingual glossaries in the rear of textbooks to find unknown word meanings.
				Students use bilingual word list(s) appropriate to the subject area and language acquisition.
			Stacked or bilingual translations	Students use bilingual translations during their instruction (homework, worksheets, etc.).
17.	Thesaurus	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.	Electronic or paper thesaurus	Students utilize a thesaurus to enrich their writing vocabulary and to hone their knowledge of nuances in the English language.
18.	Translation Glossaries	Translation glossaries are provided for selected construct-irrelevant terms for math.	Translation glossaries (instructional materials)	Students use a translation glossary at the rear of their text to facilitate transferring knowledge/skills from their primary language to English.
				Students use bilingual glossaries to find the meanings of content-specific words (e.g., math, science, history).
				Glossaries may be located in the appendices of their textbooks or instructional materials.

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Description
19.	Translated Test Directions	Students can see test directions in another language.	Translated test directions	Written translated test directions are provided on the page, on the board, or on a classroom visual media device. Students are provided both English and native-language directions to build skill and understanding in classroom directions.
			Translated instructions on assignments	Students have their assignment directions translated into their native language.
20.	Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.	Counting devices (blocks, tiles, chips, etc.) or scratch paper	Students use items to count during their instruction.
21.	Alternate Response Options	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Dictated responses	Students dictate responses to a teacher or an instructional assistant who records them. Students use communication boards, picture representations, or other individual expressive communication devices.
22.	American Sign Language (ASL)	Test content is translated into ASL video. An ASL human signer and the signed test content are viewed on the same screen.	American Sign Language	An ASL interpreter or ASL-certified instructor signs during instruction.
23.	Braille	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille are available; Nemeth code is available for math.	Braille	Instructional materials and assignments are completed in braille.

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Description
24.	Calculator	A calculator can be accessed for calculator-allowed items. The student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).	Handheld calculators or computer calculators	Calculators can be used to do basic calculation in multistep math processes that are not being assessed. A student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
25.	Closed Captioning	Printed text that appears on the computer screen as audio materials are presented.	Instructional videos; movies	In-class videos and films are used that contain closed captioning. Closed captioning is used in foreign-language classes.
26.	Math Tools	Examples include embedded ruler or embedded protractor.	Rulers, protractors, number lines, manipulatives	Students can use rulers, protractors, and manipulative materials to complete graphs, rays, and circumferences.
27.	Multiplication Table	A paper-based single-digit (1–9) multiplication table.	Paper-based multiplication table	Students use a multiplication table (often it is a sticker on their desk) during regular instruction and assessments.
28.	Print-on-Demand	Paper copies of passages/stimuli and/or items are printed for students.	Printed materials	Teacher-provided print materials are used to facilitate learning activities. Photocopies of passages are used instead of textbooks, so that students can write and/or highlight.
29.	Separate Setting	The test location is altered so that the student is tested in a setting different from that made available for most students.	Special seating arrangements	Students who are easily distractible are provided seating within the classroom, to improve focus. Students can come in during off periods to do homework or class assignments when the classroom has only a few students. During instruction and or testing, students are allowed to find an alternative environment to be in.

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Description
30.	Speech-to-Text/ Scribe	Allows students to use their voices as input devices to the computer (or a human), to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work).	Tape recorders, scribes, specific computer programs	Students can use a tape recorder or scribe as an alternative to writing when a processing or physical challenge is present. A trained adult then transcribes the student's response word-for-word on the student's test or assignment.
31.	Text-to-Speech/ Read-Aloud	Text is read aloud to the student via embedded text-to-speech technology or a human.	Teacher or assistant reads aloud instructions	Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to a prerecorded audio interpretation (book-on-tape) of text or a book.
32.	Writing Tools	Examples include bold, italic, bullets, undo/redo.	Writing tools	Students use publishing software (Microsoft Word) in order to type up a story or article during instruction. Students can use italics and bullets to cite a reference or to emphasize important ideas.

Appendix G:
Secure Browser for Testing

Appendix G: Secure Browser for Testing

TAs should be aware of the following guidelines and employ the necessary precautions while administering online assessments:

Close External User Applications

Prior to administering the online assessments, TAs should check all computers that will be used and close all applications except those identified as necessary by the school technology coordinator. After closing these applications, the TA should open the secure browser on each computer.

The secure browser and Student Interface automatically detect certain applications that are prohibited from running on a computer while the secure browser is open. The secure browser will not allow a student to log in if the computer detects that a forbidden application is running. A message will also be displayed that lists the forbidden application(s) that needs to be closed.

Note: If a forbidden application is launched in the background while the student is already in a test, the student will be logged out and a message displayed. The student will have to close the forbidden application, reopen the secure browser, and log in to continue working on the assessment. This would be considered a test security incident.

Testing on Computers With Dual Monitors

Systems that use a dual monitor setup typically display an application on one monitor screen while another application is accessible on the other screen. Students should not take online assessments on computers that are connected to more than one monitor except in extremely rare circumstances, such as when a TA is administering a test via read-aloud and wants to have a duplicate screen to view exactly what the student is viewing for ease of reading aloud. In these rare cases where a dual monitor is allowed, Smarter Balanced requires that the monitors be set up to “mirror” each other. School technology coordinators can assist TAs in setting up the two monitors to ensure they mirror each other rather than operate as independent monitors.

In these cases, all security procedures must be followed and the test administered in a secure environment to prevent others from hearing the questions or viewing the student or TA screens.

Secure Browser Error Messages

Possible error messages displayed by the open-source secure browser are shown in Table G-1.

Table G-1: Secure Browser Error Messages

Message	Description
Secure Browser Not Detected	The system automatically detects whether a computer is using the secure browser to access the online testing system. The system will not permit access to the test other than through the secure browser—under no condition may a student access a test using a non-secure browser.
Unable to Establish a Connection With the Test Delivery System	If a computer fails to establish a connection with the test delivery system, a message will be displayed. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the site.

Force-Quit Commands for Secure Browsers

In the rare event that the secure browser or test becomes unresponsive and you cannot pause the test or close the secure browser, users have the ability to "force quit" the secure browser.

To force the browser to close, use the following keyboard commands. ***Reminder:*** This will log the student out of the test he or she is taking. When the secure browser is opened again, the student will have to log back in to resume testing.

Caution: You are strongly advised against using the force-quit commands, as the secure browser treats this action as an abnormal termination. The secure browser hides features such as the Windows taskbar; if the secure browser is not closed correctly, then the taskbar may not reappear correctly.

These commands should be used only if the [Close Secure Browser] button does not work.

Force-Quit Commands
Windows: [Ctrl] + [Alt] + [Shift] + [F10] Mac OS X: [Ctrl] + [Alt] + [Shift] + [F10] Linux: [Ctrl] + [Alt] + [Shift] + [Esc]
Note for Windows and Mac Users: If you are using a laptop or netbook, you may also need to press the [FN] key before pressing [F10].

Appendix H:
Multiplication Table

Appendix H: Multiplication Table

A single-digit (1–9) multiplication table is a non-embedded accommodation for grade 4 and above mathematics items. The multiplication table is to be used *only* for students with a documented and persistent calculation disability (i.e., dyscalculia). This table can be printed for students requiring this accommodation

Multiplication Table									
×	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

Appendix I:
Coordinator Checklists

Appendix I: Coordinator Checklists

District Test Coordinator (DTC)

The activity checklist below describes all District Test Coordinator (DTC) roles and responsibilities.

	District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	Direct Responsibilities				
☐	1. Notify schools when training materials are available.	TAM, Section 3.1			
☐	2. Notify schools when administration manuals are available.	TAM, Section 3.1			
☐	3. Review all Smarter Balanced policy and test administration documents.		2–3 hours		
☐	4. Review scheduling and testing requirements with STCs.	TAM, Section 6.0 and 8.2	60–90 minutes		
☐	5. Review training modules and schedule training session for STCs.	TAM, Section 3.5	2–3 hours		
☐	6. Review security procedures with STCs and TAs.	DeSSA Security Manual and Training			
☐	7. Work with district technology coordinators to ensure timely computer set up. • Conduct network diagnostics. • Download the secure browser (beginning late November or early December). • Verify that schools meet the minimum technology requirements.	TAM, Section 5.2, and Appendix G: Secure Browser for Testing	5–10 hours		

	District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	8. Work with schools to review DeSSA TIDE student enrollment information.		2–4 hours		
☐	9. Perform an equipment needs assessment based on individual student requirements. • Work with the STC to identify students who will need specialized equipment for accommodations. • Communicate with the STC/TA to identify the number of headsets needed in order to take the ELA Listening portions of the assessment. Place order for the number of headsets needed plus extra.	None	1–2 hours		
☐	10. Investigate all test improprieties, irregularities, and breaches reported by TAs. • Follow reporting procedure according to DeSSA Test Security Manual.	DeSSA Security Manual	As needed		
☐	11. Report any test security incident in DeSSA TIDE and report to the appropriate personnel according to the guidelines in the DeSSA Test Security Manual.	DeSSA Security Manual	As needed		

	District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	12. Monitor with the District Technology Coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.	None			

	District Test Coordinator Activities	**Reference in Manual**	**Target Completion Date**	**Notes/Resources**
	Oversight Responsibilities			
☐	13. Ensure that STCs and TAs in the district are appropriately trained and aware of policies and procedures, especially related to security.	DeSSA Security Manual		
☐	14. Review school test administration schedules for adequate time and resource planning.			
☐	15. Verify that STCs and TAs have reviewed student information in DeSSA TIDE and are verifying student settings for designated supports and accommodations in DeSSA TIDE.			
☐	16. You or your designee must be available during your testing window for questions and problem solving.	None		
☐	17. Communicate regularly with STCs any emerging trends or issues.	None		

Contact Information	
Questions About State Policies	**Questions About Technology and the Overall Administration Procedures**
Test Policy and Testing Irregularities Name: Carolyn Lazar Phone: (302) 857-3396 E-mail: carolyn.lazar@doe.k12.de.us Name: Helen Dennis Phone: (302) 857-3316 E-mail: helen.dennis@doe.k12.de.us **Security Breach or Irregularity** Name: Rita Fry Phone: (302) 857-3353 E-mail: rita.fry@doe.k12.de.us	American Institutes for Research Help Desk Contact Information Phone: 1-877-560-8331 Fax: 1-877-231-7813 E-mail: DeSSAHelpDesk@air.org
Accommodations Name: Brian Touchette Phone: (302) 857-3306 E-mail: brian.touchette@doe.k12.de.us	

School Test Coordinator (STC)

The activity checklist below describes all School Test Coordinator (STC) roles and responsibilities.

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	Direct Responsibilities				
☐	1. Complete all Smarter Balanced training. Review all policy and test administration documents.	TAM, Section 3.5	60–90 minutes		
☐	2. Ensure that all TAs successfully complete the state assessment training for Smarter Balanced assessment. The self-paced, online training modules are available with PDMS.	TAM, Section 3.5	2–3 hours		
☐	3. Work with technology personnel to ensure timely computer setup: • Conduct network diagnostics. • Download the secure browser. • Verify that your school has met the minimum technology requirements. • Ensure that other technical issues are resolved before and during testing.		5–10 hours		
☐	4. Communicate with the TAs to identify the number of headsets needed for each testing site and ensure that the needed number is available at least two weeks prior to the testing window. • Headsets are required for the ELA Listening portions of the assessment, for students who		1–2 hours		

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	require text-to-speech, or for students requiring audio glossaries (math only) • Communicate with the DTC to identify the number of headsets needed.				
☐	5. Perform an equipment needs check based on individual student requirements. • Work with TAs to identify students who will need specialized equipment for accommodations.	None	1–2 hours		
☐	6. Based on the test administration windows, work with TAs and DTCs to establish a testing schedule.		2–4 hours		
☐	7. Work with TAs to review student information in DeSSA TIDE applications before students are tested to ensure that correct student information and test settings for designated supports and accommodations are correct.		2–4 hours		
☐	8. Establish a place to test those students who need a separate test setting.	Accessibility Guidelines for DeSSA	1–2 hours		
☐	9. Work with TAs to plan a quiet activity for each test session for students who finish early.	None	30 minutes		

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	10. All tests will have CAT items plus a PT with a classroom-based activity. • Download and review the classroom activity for your grade(s). • Work with your TAs to plan the administration of the classroom activity.		60 minutes planning the day prior to adminis-tering the PT		Administration of the CAT items plus a PT with a classroom-based activity will require advance preparations.
☐	11. Ensure proper handling of all printed test materials and scratch paper. Collect all test materials on each day of testing to keep in a secure location until after the test session, and then destroy according to test security manual.	DeSSA Test Security Manual			
☐	12. Ensure adherence to all security policies. • Ensure that all TAs read and signed state security agreements	DeSSA Test Security Manual			
☐	13. Document any impropriety, irregularity, or breach and report to the DTC immediately after learning of the incident. • Working with the DTC, enter incidents in DeSSA TIDE.	DeSSA Test Security Manual	As needed		
☐	14. Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.	None	As needed		

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	15. Raise any technical issues with the school technology coordinator for resolution.	None	As needed		
☐	16. Review, investigate, and report on all potential improprieties, irregularities, and breaches reported by the TA. Mitigate incidents when appropriate.	DeSSA Test Security Manual	As needed		

	School Test Coordinator Activities	Reference in Manual	Target Completion Date	Notes/Resources
	Oversight Responsibilities			
☐	17. Verify that TAs have verified student settings for designated supports and accommodations in DeSSA TIDE.			
☐	18. Verify that TAs or other instructional staff has administered the classroom activity.	None		
☐	19. Verify that TAs have scheduled make-up sessions of the classroom activity for students who were absent for the first administration.	None		
☐	20. Assist TAs in taking proper measures to ensure that students have access only to allowable non-embedded resources during testing.	None		
☐	21. Verify that TAs are adhering to all test security policies and practices according to the Test Security Manual. The STC must have access to the Assessment Request System, which is used to document any improprieties, irregularities, or breaches occur.	DeSSA Test Security Manual		

<table>
<tr><th colspan="2">Contact Information</th></tr>
<tr><th>Questions About the Overall Administration and State Policies</th><th>Questions About Technology and the Overall Administration Procedures</th></tr>
<tr><td>Test Policy and Testing Irregularities

Name: Carolyn Lazar
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Name: Helen Dennis
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Security Breach or Irregularity

Name: Rita Fry
Phone: (302) 857-3353
E-mail: Rita.Fry@doe.k12.de.us</td><td>School Technical Coordinator
Name: _____
Phone: _____
E-mail: _____

School Test Coordinator
Name: _____
Phone: _____
E-mail: _____

District Test Coordinator
Name: _____
Phone: _____
E-mail: _____

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Phone: 1-877-560-8331
Fax: 1-877-231-7813
E-mail: DeSSAHelpDesk@air.org</td></tr>
<tr><td>Accommodations

Name: Brian Touchette
Phone: (302) 857-3306
E-mail: Brian.Touchette@doe.k12.de.us</td><td></td></tr>
</table>

Test Administrator (TA)

The activity checklist below describes all Test Administrator (TA) roles and responsibilities.

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	1. Review all Smarter Balanced policy and test administration documents, particularly the Test Administration Manual (TAM).	TAM, Section 3.4	60–90 minutes		
☐	2. Review the training modules and complete all required assessment training.	TAM, Section 3.5	2–3 hours		
☐	3. Show students the videos "What Is a CAT" and "What are Universal Tools?"		1 hour		
☐	4. Provide students with a walk-through of the Training Test and/or Practice Test for familiarity with navigation of the system and tools.	TAM, Appendix K:: Practice Tests and Training Tests	1 hour		
☐	5. Perform an equipment needs check based on individual student requirements. • Work with the STC to identify students who will need specialized equipment for accommodations.	None	1–2 hours		
☐	6. Work with the STC to determine precise testing schedules based on the test administration windows selected by the school schedule. • Make sure your students' test administration schedule includes allowable breaks and time for the classroom activity prior to the performance task.				

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	7. Confirm that you have received your DeSSA TIDE login information. You should have received an automated e-mail from the Smarter Balanced Help Desk notifying you of how to log in to DeSSA TIDE. This username and password will also be used for the Online Testing System.		2–4 hours		If you have not received this information, please check your spam/junk e-mail folder to see if it was mistakenly routed there. If not, check with your STC.
☐	8. Work with your STC to ensure that each student has an SSID number and has been loaded into DeSSA TIDE.		2–4 hours		
☐	9. Confirm each student's test settings for designated supports and accommodations in DeSSA TIDE against their IEP or other relevant documentation as appropriate.		2–4 hours		
☐	10. Ensure that the DeSSA Secure Browser icon on each testing computer.				Check with your STC or school technology coordinator if the [DeSSA Secure Browser] icon is missing.

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	11. Communicate to students the need for headsets in order to take the ELA Listening portions of the assessment. • Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing. • Also, have extra headsets on hand for students who may forget to bring theirs. • Send reminders several days before and the day prior to testing to ensure students remember to bring headsets.	None			
☐	12. All students will complete CAT assessment, the classroom activity, and the PT. • Obtain the classroom activity from your STC and plan for the administration. • Administer the classroom activity.	TAM, Section 6.0	60 minutes planning the day prior to administering the PT 30 minutes actual classroom activity administration time		Administration of the CAT items plus a PT with a classroom-based activity will require advance preparations.
☐	13. Plan a quiet activity for each test session for students who finish early. The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.	None	15–30 minutes		See Appendix E.

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	14. Prior to administration, check all computers that will be used and close all applications except those identified as necessary by the school's Technology Coordinator. Make sure that no computer has dual monitors. • Work with your STC to set system volume prior to students launching the secure browser to ensure students can hear the audio portions of the ELA segment.	None	1–2 hours		The TA should open the secure browser on each computer after closing any unnecessary applications.
☐	15. Administer the Smarter assessments following the script and directions for administration. Provide any necessary non-embedded designated supports and accommodation.	See Appendix L: for pull-out copy			Provide students with scratch paper for all test sessions. Also, provide students in grade 6 and above graph paper for the mathematics assessments.
☐	16. On the day of testing, verify that the students have their login information (first name, SSID, and session ID).				
☐	17. Review all guidelines for creating a secure test environment. • Review all security procedures and guidelines in the DeSSA Test Security Manual. • Carefully read and sign a test security agreement if required by your state.	DeSSA Test Security Manual			
☐	18. Make sure the physical conditions of the testing room are satisfactory. • Make sure that no instructional materials directly	TAM, Section 8.2			Make sure students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind,

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	related to the content of the tests are visible. • Students should be seated so there is enough space between them or provide desktop partitions to minimize opportunities to look at each other's screen. • Actively monitor students throughout the test sessions. • Students who are not being tested may not be in the room where a test is being administered.				and other materials not needed for the test. Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.
☐	19. Report any testing improprieties, irregularities, and breaches to the STC and DTC in writing immediately following an impropriety, irregularity, or breach. Please refer to DeSSA Test Security Manual.	DeSSA Test Security Manual			
☐	20. Securely dispose of all printed testing materials, including student login information, print-on-demand documents, and scratch paper in a secure manner. Please refer to DeSSA Test Security Manual.	DeSSA Test Security Manual			

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E-mail: _____

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</table>

Appendix J:
Item Types

Appendix J: Item Types

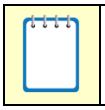
Item and Response Types

As students engage with the Smarter assessments, they will be asked test questions that require them to respond in several ways, some of which may be new to students. Smarter Balanced has produced several resources that teachers and students can use to get ready for the test, including a Practice Test and a Training Test. As pointed out in Appendix L: Directions for Administration (Printable Version) of this manual, "It is highly recommended that ALL students access the Training Test Site before taking the test." Doing so will provide students an opportunity to view and practice each of the item types.

The Practice Tests and Training Tests are available on the DeSSA Portal.

Summary of Item Types and How to Provide Responses

Table J-1 lists the different Item Types and briefly describes each one.



Note: Not all tests will necessarily include all item types.

Table J-1: Item and Scoring Types

Content Area	Type of Item	Brief Description of How to Respond
ELA and Mathematics	Multiple choice, single correct response	Four-option multiple choice
	Multiple choice, multiple correct responses	Multiple-option selected response
	Matching tables (with a variation True/False or Yes/No)	Table format, click entry
	Short text	Keyboard alphanumeric entry
Mathematics Only	Drag-and-drop	Drag-and-drop single or multiple elements
	Hot spot	Select text
	Table fill in	Table format, click entry
	Graphing	Plot points and/or draw lines
	Equation/numeric	Enter equation or numeric response
ELA Only	Two-part multiple choice, with evidence-based response (EBSR)	Two part, multiple choice
	Hot text	Select and order text
	Essay	Keyboard alphanumeric entry

Table J-2 catalogs each specific item type and briefly describes the student actions necessary to provide a response.

Table J-2: Item Types in the Practice/Training Test

Content Area	Item Type	How Student Responds	Practice Test Examples	Training Test Examples
ELA and Math	Multiple choice, single correct response (radio buttons)	• Select the radio button corresponding to an option. • To deselect an option, select a different radio button. • Select only one option.	G3 ELA, Question 4 G3 Math, Question 10 G4 ELA, Question 2 G4 Math, Question 2 G5 ELA, Question 2 G5 Math, Question 1 G6 ELA, Question 1 G6 Math, Question 1 G7 ELA, Question 2 G7 Math, Question 3 G8 ELA, Question 2 G8 Math, Question 4 G11 ELA, Question 1 G11 Math, Question 24	G3–5 ELA, Question 2, Part A G3–5 Math, Question 1 G6–8, ELA, Question 4 G6–8 Math, Question 7 High School ELA, Question 4
ELA and Math	Multiple choice, single correct response (highlight)	• Highlight an option by selecting an option. • To deselect an option, select a different option. • Select only one option.	G3 ELA, Question 10 G4 ELA, Question 28 G5 ELA, Question 10 G6 ELA, Question 11 G8 ELA, Question 1 G11 ELA, Question 2 G11 Math, Question 14, Part B	None available
ELA and Math	Multiple choice, multiple correct responses (checkboxes)	• Mark checkbox corresponding to an option. • To deselect an option, click on the checkbox that is already marked. • Mark one or more options.	G3 ELA, Question 6 G3 Math, Question 7 G4 ELA, Question 3 G4 Math, Question 19 G5 ELA, Question 19 G5 Math, Question 26 G6 ELA, Question 7 G6 Math, Question 7 G7 ELA, Question 7 G7 Math, Question 7 G8 ELA, Question 7 G8 Math, Question 16 G11 ELA, Question 14 G11 Math, Question 6	G3–5 ELA, Question 2, Part B G3–5 Math, Question 6 G6–8 Math, Question 4 High School Math, Question 6

Content Area	Item Type	How Student Responds	Practice Test Examples	Training Test Examples
ELA and Math	Multiple choice, multiple correct responses (highlight)	• Highlight an option by selecting an option. • To deselect an option, click on the previously highlighted option. • Select one or more options.	G3 ELA, Question 1 G3 Math, Question 4 G4 ELA, Question 20 (Highlight sentences in a paragraph) G4 Math, Question 10 G5 ELA, Question 17 G6 ELA, Question 21 G7 ELA, Question 1 G7 Math, Question 21 Part A G8 ELA, Question 3 G11 ELA, Question 10 G11 Math, Question 4	None available
ELA and Math	Matching tables (variation using True/False or Yes/No format)	• Select checkbox corresponding to an option in a table cell. • To deselect an option, select a checkbox that is already marked.	G3 ELA, Question 29 G3 Math, Question 2 G4 Math, Question 4 G5 ELA, Question 22 G5 Math, Question 22 G6 Math, Question 3 G7 ELA, Question 26 G7 Math, Question 18 G8 Math, Question 2 G11 ELA, Question 30 G11 Math, Question 3	G3–5 ELA, Question 6 G3–5 Math, Question 4 G6–8 ELA, Question 5 G6–8 Math, Question 6 High School ELA, Question 6 High School Math, Question 3
ELA and Math	Short Text	• Keyboard entry into multiline text box (no text formatting) • Ability to edit previously entered text	G3 ELA, Question 18 G4 ELA, Question 17 G5 ELA, Question 16 G6 ELA, Question 4 G7 ELA, Question 2 G8 ELA, Question 4 G8 Math, Question 20 G11 ELA, Question 12 G11 Math, Question 18	G3–5 ELA, Question 1 G3–5 Math, Question 8 G6–8 ELA, Question 1 High School ELA, Question 1 High School Math, Question 2
Math Only	Drag-and-drop (select and move objects)	• Click and drag object to appropriate location in question-response area.	G3 Math, Question 9 G4 Math, Question 7 G5 Math, Question 21 G6 Math, Question 4 Part B G7 Math, Question 8 G8 Math, Question 1 G11 Math, Question 1	G3–5 Math, Question 3 G6–8 Math, Question 5 High School Math, Question 1

Content Area	Item Type	How Student Responds	Practice Test Examples	Training Test Examples
Math Only	Hot spot	• Select targeted areas in the response area	G3 Math, Question 22 G4 Math, Question 24 G5 Math, Question 16 G6 Math, Question 4 Part A G7 Math, Question 13 G8 Math, Question 21 G11 Math, Question 10	G3–5 Math, Question 5 G6–8 Math, Question 8 High School Math, Question 5
Math Only	Table fill in	• Respond via keyboard entry into table cells or drag/drop objects into table cells	G4 Math, Question 17 G6 Math, Question 27 G8 Math, Question 28 G11 Math, Question 23	G3–5 Math, Question 9 G6–8 Math, Question 3 High School Math, Question 7
Math Only	Graphing	• Select the Add Point icon and then click in the question-response area to create a new point. To remove the point, select the Delete icon and then click on the point to be deleted OR • Select the Connect Line icon and then click in the question-response area where the line is to start. Click and drag to the area where the line is to end. To remove the line, select the Delete icon and then click on the line to be deleted	G3 Math, Question 6 G6 Math, Question 6 G8 Math, Question 5 G11 Math, Question 7	G3–5 Math, Question 7 G6–8 Math, Question 1 High School Math, Question 8
Math Only	Equation/ numeric	• Select buttons representing numbers and mathematic symbols to create a numeric response or equation	G3 Math, Question 3 G4 Math, Question 1 G5 Math, Question 14 G6 Math, Question 2 G7 Math, Question 1 G8 Math, Question 3 G11 Math, Question 2	G3–5 Math, Question 2 G6–8 Math, Question 2 High School Math, Question 4

Content Area	Item Type	How Student Responds	Practice Test Examples	Training Test Examples
ELA Only	Two-part multiple choice, with evidence responses	• Questions are either multiple choice radio buttons or multiple choice highlight	G3 ELA, Question 13 G4 ELA, Question 10 G7 ELA, Question 5 G11 ELA, Question 5	G3–5 ELA, Question 2 G6–8 ELA, Question 3 High School ELA, Question 2
ELA Only	Hot text (select and move text)	• Select text and then click and drag text to new area	G3 ELA, Question 16 G11 ELA, Question 16	None available
ELA Only	Listening tasks	• Student must start or pause an audio clip by selecting buttons	G3 ELA, Question 22 G4 ELA, Question 22 G5 ELA, Question 25 G6 ELA, Question 22 G7 ELA, Question 25 G8 ELA, Question 22 G11 ELA, Question 22	G3–5 ELA, Question 5 G6–8 ELA, Question 4 High School ELA, Question 5
ELA Only	Essay	• Respond via keyboard entry using text formatting buttons • Test taker can edit previously entered text	ELA Performance Tasks	None available

Technical Skills to Access Embedded Resources

To access some of the embedded resources, such as strikethrough, highlighter, American Sign Language videos, and text-to-speech, that are available to help work through these item types, students may need to access the "right-click context menu." Please note the method to access the menu is dependent on the student's device type. Devices and methods are shown in Table J-3.

Table J-3: Right-Click Context Menu

Device Type	Method to Access Right-Click Context Menu
Windows-based desktop or laptop (two-button mouse)	Click on the right mouse button.
Mac OS-based desktop or laptop (one-button mouse)	Hold down [Ctrl] key on keyboard, then click the mouse button.
iPad tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Android-based tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Chromebook (trackpad)	Hold down the [Alt] key on the keyboard, and tap the trackpad.

Appendix K:
Practice Tests and Training Tests

Appendix K: Practice Tests and Training Tests

In preparation for the Smarter assessment and to expose students to the various item response types in ELA and mathematics, refer to Appendix J: Item Types for item types, it is highly recommended that all students access the Practice and Training Tests on the DeSSA Portal. Each resource offers students a unique opportunity to experience a test in a manner similar to what they will see on the test and prepare students for testing. These resources will not be scored and rubrics will be available on the DeSSA Portal (http://de.portal.airast.org/).

Overview of the Practice Tests

The Smarter Practice Tests allow educators and students to experience a full grade-level assessment and gain insight into the Smarter assessment. The Practice Tests mirror the summative assessment. Each grade-level assessment includes a variety of question types and difficulty—approximately 30 items each in ELA and mathematics—as well as an ELA and mathematics performance task at each grade level, that is grades 3–8 and 11. The Practice Test also includes a comprehensive reflection of embedded universal tools, designated supports, and accommodations. Students should also be provided with any non-embedded universal tools, designated supports, and accommodations as allowed on the all Smarter assessments including interim and summative.

Overview of the Training Tests

The Training Tests are designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools that they will use on the Smarter assessments. The Training Tests are organized by grade bands, that is grades 3–5, 6–8, and high school. Each test contains 14 to 15 questions.

On the student Training Test website, the questions were selected to provide students with an opportunity to practice a range of question types. The Training Tests do not contain performance tasks. Similar to the Practice Tests, the Training Tests include all embedded universal tools, designated supports, and accommodations. Note that the text-to-speech functionality is available when using the Training Test through the secure browser. The student Training Test site may be used by anyone. Students can log in as guests or use their first name and SSID. Students who log in using their credentials may log in to a guest session or into a proctored training session with a training session ID set up through the TA Training Test Site.

Test Administrator (TA) Login for Practice and Training Test

The Test Administrator Training Test provides an opportunity for TAs to practice setting up a testing session. Braille tests can only be accessed through the TA site. Access to the Test Administrator Training Test site requires specific login credentials provided by the State. This site may only be used by authorized state-level users, DAs, DTCs, STCs, and TAs.

For additional information about how to set up a Practice Test session, refer to the Test Administrator User Guide located on the DeSSA Portal.

Caution: Do NOT use the live Student Interface or TA Interface for practice. Doing so constitutes a test security incident (breach). For all Training Test sessions, use the TA Training Site and the Training Tests.

It is ***highly recommended*** that ***all*** students access the Training Test Site once, at a minimum, before taking the test. The Training Tests will be especially beneficial for those students who have not previously participated in online testing. Teachers are encouraged to conduct a group walk-through of the Smarter Balanced Training Test or Practice Test with their students to promote familiarity with the testing format and basic test rules and to allow for free and open communication on the testing process and/or content—refer to 6.2 General Rules of Online Testing. This walk-through of the Practice and Training Tests is a perfect opportunity for TAs to describe the limitations to the support they will be able to provide and the verbal interactions they can have with students during the live testing session.

Appendix L:
Directions for Administration
(Printable Version)

Appendix L: Directions for Administration (Printable Version)

This document provides a shortened version of the information provided in the During Testing section of this manual, which is suitable for printing and using during the Smarter test administration. All instructions to be read to students are exactly the same. These Directions are available in five additional languages for download from the DeSSA Portal.

Before Testing	
Make sure you are prepared for testing.	• Practice administering an assessment on the TA Training Site. • Know what your students will see. Try out the practice and training tests. • Complete the prerecorded training session for any updates to the Test Administration procedures. Please sign the DeSSA Security Forms. • Download and read relevant user guides and manuals, including this Online Test Administration Manual.
Make sure students are prepared for testing.	• Make sure all your students have tried the grade-appropriate practice test and training test before testing.
Get a list of secure State Student Identification Numbers (SSIDs).	• Students will log in to the online system using their legal first names, their 10-digit Statewide Student Identification Numbers (SSID), and a test Session ID. Talk to your STC about how you will obtain this list. Remember that student personal information, including (SSIDs), is confidential.
Get a list of all Smarter Assessment Accommodations for any students who will be testing with you.	• Remember to validate and review all student accommodations to make sure a student has the correct accommodations available in DeSSA TIDE. Do not begin testing any students until all accommodations have been verified and are available in DeSSA TIDE.

During Testing	
Launch the secure browser on each computer that students will use for testing.	• Before students arrive to take a test, make sure that the student login screen is showing on each computer. Click the DeSSA icon on each computer to open the secure browser. It is recommended that TAs, rather than students, launch the browsers in order to prevent students from accessing other applications. Once the secure browser is launched, students can no longer access other applications.
Distribute pencils and scratch paper, if needed.	• During the Smarter test, scratch paper may be used for any of the tests.
Log in to the TA Site.	• Using your regular username and password, log in to the TA Site at http://de.portal.airast.org/. If you do not have a username and password, contact your district information security officer (ISO).
Create a test session.	• In the upper-left corner, select the test(s) that you will administer in the test session (e.g., Smarter Mathematics). After you have selected the test(s) that should be included, click [Start Session]. A Session ID will automatically generate and appear in the top center of the screen. This Session ID will have four letters followed by a dash and then a number (for example, DESSA-XXXX-XX).

During Testing	
Read directions from the Online Test Administration Manual to students.	• SAY: Today, you will take the Smarter Balanced [insert name of ELA or mathematics and CAT or PT] test. You will be given a test session ID that is required to start the test. If you need an individual break during the test, raise your hand and wait for my instructions and permission. • Once you have logged in, you will have to wait for me to approve the test before you can start. I will be checking that you have correctly entered the test session ID and other information.
Give students the test session ID.	• Write the test session ID for the test(s) you will be giving on the board or some other place where students can see it. Make sure students know that they must enter the test session ID exactly as it is written, without extra spaces or characters. • SAY: Enter your legal first name (not your nickname), your SSID, and the test session ID that I provided. Raise your hand if you cannot see these numbers well enough to type them on your keyboard. Please do not share your SSID, as it is your own private information. Once you have successfully logged in, you will see a screen with your full legal name, birth date, SSID, school, and grade. If all of the information on your screen is correct, select [Yes] to continue. If any of the information is incorrect, please raise your hand so that you can show me what is wrong. • On the next screen, select the test you will be taking today labeled [Insert Name Of Test] (e.g., ELA Grade 4 PT), and then click [Start Test]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests. • After I approve you to begin testing, you will see a screen asking you to confirm your test subject and settings. If all the information is correct, you may select [Yes, Start My Test]. If any of it is incorrect, please raise your hand, and I will be with you shortly.
Approve students for testing.	• Students can now log in using their names, their ID numbers, and the test session ID. The upper-right corner of your screen will always display a list of students who are awaiting approval at any time. Once students begin appearing in the preview box, you can click [Approvals (#)] to open the Approvals pop-up window. Review each student's test settings and edit as necessary. You can either click [Approve] for each individual student or, when you are satisfied that all students in the list can be approved, click [Approve All Students]. To refresh the list of students awaiting approval at any time, click the [Refresh] button at the top of the pop-up window. • SAY: (Only for ELA test) Next you should see a screen that prompts you to verify that the audio on your computer is working. Put your headsets on and select the [Click on the sound icon to hear the sound] icon. If you hear the chime,

During Testing	
	select [Yes]. If not, raise your hand, and I will be with you shortly. • SAY: Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the [Help] button in the top right corner. • You must answer each question on the screen before going on to the next question. During the test, you may see a page with no test questions. Follow the directions on the page to continue taking the test. • If you are unsure of an answer, provide what you think is the best answer—there is no penalty for guessing. If you would like to review that answer at a later time, mark the item for review by clicking the box next to the flag in the upper-right corner of the screen before going on to the next question. Flagging the item will remind you to go back and decide whether you need to change the answer during this test segment. • You may pause at any point in the test by clicking [Pause] rather than [Next] after answering an item. [The following statement only applies to the CAT.] The [Pause] button is used to stop the test. Note that pausing for more than 20 minutes will prevent you from changing any answer on previous pages of the test. Please raise your hand if you need a break and ask me prior to clicking [Pause]. • Your answers need to be your own work. Please keep your eyes on your own test and remember that there should be no talking. • Please keep in mind that this test is divided into segments. When you get to the end of each segment, you will be prompted to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to the previous segment. • When you are ready to begin your test, click [Begin Test Now] at the bottom of the page.
Monitor student progress.	• The TA Site will not show test questions or scores but will let you see how many questions have been delivered to each student (e.g., question 24 of 40). The TA Site is designed to automatically refresh every minute. You can manually refresh at any time by clicking the [Refresh] button at the top left of the page. If you notice that a student is off task, you may say the following statement to that student. • SAY: It is important that you do your best. Do you need to pause the test and take a break?
Student asks for assistance.	• SAY: I can't help with the test. Try to do your best.
Give students a five-minute warning before the end of the test session.	• SAY: We are nearing the end of this testing period. Please review any completed or marked items now. If you have not finished, you will have the chance to finish the test at another time. Do not submit your test unless you are done answering questions.

During Testing	
End the test session and log out of the TA Site.	• SAY: This test session is now over. If you have not finished, click [Pause], and you will be able to finish at another time. If you have finished, click [Submit Test]. I will now collect any scratch paper or other materials. • Then click [Stop Session] to end the test session and pause any student tests in your session that are still in progress. When you are finished, you can log out of the TA Site by clicking the [Logout] button at the top right.
Collect any used scratch paper.	• Used scratch paper must be shredded and disposed of after testing.